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ABSTRACT

These 18 papers were presented at a conference designed to share the diversity of ways that the Career Orientation and Planning Profile (COPP) is being used to conduct effective career guidance programs by selected career guidance educators throughout the United States. The publication begins with a brief tribute to Dr. Shigekazu Fukuyama (Lawrence A. Inaba). The presentations are as follows: "Fukuyama Profile and the COPP--A Growing Influence around the World" (Harry N. Drier); "COPP: Helping to Effectively Meet National and State Legislative Initiatives--Meeting the Career Planning Needs of Youth" (Marion F. Starr); "Nebraska's School-to-Work Program and the COPP" (Corrine Forbes); "Linking the COPP to Tech Prep and Vocational Education" (Marc Doss); "Utilization of the COPP in the Panhandle of Nebraska: A Community-Wide Approach" (Linda Todd-Dittmar); "Effective Use of the COPP in a Career Guidance Program" (Carol A. Brook); "Implementation of the COPP at Franklin Public Schools" (Carol M. Pohlenz); "The Use of the COPP in Missouri's Intervention Project" (Stan Grimsley); "How the COPP is Being Used in Oklahoma's Regional Career Assessment Centers" (Belinda McCharen); "The COPP in Higher Education: A Pilot Study" (Loren V. Geistfeld et al.); "A Career Planning Process for Students and a Guidance Program Evaluation Tool for Public Educational Institutions" (Jessie Teddlie); "School-to-Work Opportunities Act--Nebraska's Alliance for Learning and the COPP" (Evelyn Lavaty); "Using the COPP and the Myers-Briggs Type Indicator to Strengthen Adult Students' Knowledge of Self and of the Work World" (Josephine Hayslip); "The Effects of the COPP on the Ability of Gifted 8th Grade Students to Learn a Process of Career Planning and Career Decision Making" (Rebecca M. Dedmond); "How COPP Was Used to Give Structure to the Entire Brunswick County Public Schools' Guidance Program" (Dale W. Baird); "The Area Vocational-Technical School's Role in COPP Implementation" (Ed Hall); "The COPP Experience at Clayton Middle School" (Mark Catmull); and "Hawaii's Efforts in Implementing the COPP" (Jean Miyahira, Lillian Yonamine). (YLB)

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Presentations from

The Career Orientation and Planning Profile/Fukuyama Profile National Users Conference

August 18–21, 1996
Hyatt Regency Waikiki Hotel
Honolulu, Hawaii

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PREFACE

In order to foster the improvement of the Career Guidance programs in the United States, the ability to plan and implement effective and efficient school-to-work transition programs was deemed essential. Hence, through the sponsorship of Ashiya University of Hyogo Prefecture in Japan, and the National Consortium of State Career Guidance Supervisors, "The Fukuyama Profile/Career Orientation Planning Profile Users Conference", was held on August 18-21, 1996, at the Hyatt Regency Hotel in Honolulu, Hawaii.

The purpose of the Conference was to show and share the diversity of ways that the Career Orientation Planning Profile (COPP) is being used to conduct effective Career Guidance programs by selected career guidance educators throughout the nation. It was hoped that through sharing, the participants would all learn from each other and gain new ideas to improve their programs of career guidance.

This publication contains the papers which were originally presented at the conference. The papers in this publication were designed to show and capture some of the emerging thoughts and practices of effective Career Guidance programs through the innovative use of the Career Orientation Planning Profile. Even though the conference was oriented mainly for the users of the Career Orientation Planning Profile, almost all of the papers have important implications for all counselors and career guidance educators throughout the world.

As you read through the pages of this publication, it is hoped that you too will learn from the wealth of information on what is happening in Career Guidance and the Career Orientation Planning Profile and gain new ideas so that you can apply them to your own school setting. The conference organizers are indebted to the outstanding array of presenters who also developed papers for this publication.

The second mission of the conference was to pay tribute to the late Dr. Shigekazu Fukuyama, the former President of Ashiya University and the author of the Fukuyama Profile or the Career Orientation Planning Profile. What better way can a person be honored than by having participants from all over the nation present various, exemplary ways on how the Career Orientation Planning Profile is being effectively used in his or her state. The Fukuyama Profile/Career Orientation Planning Profile Users Conference was a fitting memorial to a man who was an educator with a futuristic outlook, a philosopher and a world leader in the field of Vocational Guidance.

The articles included in the publication begin with a brief tribute to Dr. Shigekazu Fukuyama. The articles that follow are the reports of the presenters on the variety of uses of the Career Orientation Planning Profile in the United States.

Lawrence A. Inaba
Editor

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A TRIBUTE TO DR. SHIGEKAZU FUKUYAMA

Lawrence A. Inaba, Ph.D.

Any story about the Fukuyama Profile or the Career Orientation and Planning Profile is also a story about Dr. Shigekazu Fukuyama, the "person". Dr. Fukuyama, an educator from Japan and former President of Ashiya University was a highly regarded educator in the international scene as well as in Japan's educational system, because of his many contributions in education and through working with various countries of the world. For his many achievements in Vocational Guidance, he was given many prestigious awards in Japan and by leaders of two of the largest countries in the world...the United States and the former Soviet Union. He was awarded Citation of Merits from Dr. Sidney Marland, 19th Commissioner of Education, U.S., Dr. Terrell Bell, Secretary of Education, U.S., The Honorable Yelyutin, Minister of Higher and Secondary Education, U.S.S.R., and the Ministry of Education in Japan. He was one of the pioneers of Vocational Guidance and had provided leadership in the field for 46 years in Japan and the world. His many achievements in Vocational Guidance worldwide brought him the respect and recognition from educators as a world leader in the field of Vocational Guidance.

During his lifetime Dr. Fukuyama developed many theories on Vocational Guidance which has been widely accepted and practiced in various countries of the world. His creation of the Fukuyama Profile, a Vocational Guidance instrument, is now being used or tested in Japan, the United States, Russia, Palau, Taiwan, Beijing, Australia, England, France, Germany, Switzerland, and Thailand.

One of Dr. Fukuyama's fondest dreams was to have his works on the Fukuyama Profile or the Career Orientation and Planning Profile (COPP) be accepted by educational leaders in the United States. I don't think Dr. Fukuyama realized how close he was, to fulfilling his dream, or lifelong goal of having the Fukuyama Profile, implemented in every state in America, before he passed away.

I think you will all agree with me that it is very rare and difficult for any foreign educator to have his or her ideas and theories accepted and recognized outside of his or her native country. Dr. Fukuyama's theories on Vocational Guidance are being studied worldwide. It also seems that Dr. Fukuyama will have his dream become a reality because the Fukuyama Profile or the Career Orientation Planning

Profile (COPP) as it is called in the United States has now been implemented in about 45 states in America, and hopefully in several more years it will be utilized in every state in America.

The impact of the Fukuyama Profile or the COPP in the United States so greatly impressed many influential educational leaders in America that the editors of the *Journal of Career Development* decided to dedicate an entire issue of this professional magazine to Dr. Fukuyama and his works with the Fukuyama Profile or COPP. Dr. Fukuyama and the Fukuyama Profile was highlighted in the Winter 1992 issue of the *Journal of Career Development* for the primary purpose of improving Vocational Guidance in the United States.

The *Journal of Career Development* is a leading American professional magazine that was created and dedicated strictly for the improvement of Vocational Guidance by educational leaders in the field of Vocational Guidance. Therefore, to have the whole magazine dedicated to Dr. Fukuyama and his works on Vocational Guidance, along with the research activities being conducted on the Fukuyama Profile in the United States and in various international countries of the world was indeed a great honor that was accorded to him by his American peers.

The honor of having a persons life and ideas portrayed in a nationally recognized professional journal is a tribute that could be considered as the highest form of honor that could be bestowed to an individual. The testimony of Dr. Fukuyama's many achievements in the *Journal of Career Development*, will forever live in the history of American Education because the magazine will be a part of the many libraries and educational institutions throughout the United States and the world.

Japan should be proud of Dr. Fukuyama's accomplishments because worldwide honors won by a Japanese educator has certainly brought more prestige and status to the rest of the Japanese educators in Japan. Dr. Fukuyama's many contributions to the field of Vocational Guidance have had a great impact on many educational theories that are being studied by various industrialized nations of the world. In the United States the Fukuyama Profile, also called the Career Orientation and Planning Profile (COPP), is really having a great impact on many school systems throughout the nation.

In conclusion, I would like to say, "Thank you, Dr. Fukuyama for your many contributions to Vocational Guidance."

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NATIONAL AND INTERNATIONAL STATUS OF THE COPP

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FUKUYAMA PROFILE AND THE CAREER ORIENTATION AND PLANNING PROFILE -- A GROWING INFLUENCE AROUND THE WORLD

by
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National Consortium of State
Career Guidance Supervisors
Center on Education and Training for Employment

INTRODUCTION

Internationalization of COPP

Since his early works in life values and vocational guidance in 1945, Dr. Shigekazu Fukuyama has unselfishly shared his successes with leaders around the world. Besides sharing freely his materials, philosophy, and research, he encouraged countries, like the United States, to test its usability and determine the degree of cultural changes that would be needed for large-scale use in each country. The Career Orientation and Planning Profile (COPP) is the result of the National Consortium of State Career Guidance Supervisors' national testing and re-engineering of the Fukuyama Profile. Since the career development needs in the United States included and went beyond what the Profile itself could do, the COPP takes the Fukuyama Profile and surrounds it with career planning and credential-building activities and materials for parents, educators, counselors, and students.

In 1978, Dr. Fukuyama had a chance to meet with Dr. Sidney Marland, the 19th U.S. Commissioner of Education, and the Honorable Yelyutin, the Minister of Higher and Secondary Specialized Education in the U.S.S.R. During these meetings, Dr. Fukuyama asked for support in organizing and holding an International Conference on Vocational Guidance. They both agreed to help and, thus, the First International Conference on Vocational Guidance was organized and held in November 1978, at Ashiya University. The conference was also supported by the Japanese Ministry of Education, Science, and Culture. The participants attending the First International Conference on Vocational Guidance represented England, West Germany, East Germany, Switzerland, France, United States, Japan, and the Soviet Union.

The theme of each of the next six international conferences on vocational guidance focused on research studies and various other activities on vocational guidance that were being developed or practiced by the representatives of the different countries, using the Fukuyama Profile or the COPP. The report and discussions on the various research studies being conducted with the Fukuyama Profile by the different countries are featured in a series of conference proceedings publication.

As examples of worldwide use, it is important to note that the Soviet Union decided to adapt the Fukuyama Profile for full implementation in 1992, while in the United States, The National Consortium of State Career Guidance Supervisors adopted and adapted the Fukuyama Profile for full implementation in the fifty states and began national testing. Under the name of the **Career Orientation and Planning Profile (COPP)**, the Fukuyama Profile was initially piloted in 1991, in the states of Oklahoma, New Hampshire, Virginia, Kentucky, Arizona, South Carolina, Mississippi, and Missouri. In 1992, seven additional states piloted the Fukuyama Profile. The additional states were: Alaska, California, North Dakota, South Dakota, Ohio, Texas, and Utah. A full evaluation report from the piloted states and schools was published in the latter part of 1992. Most recently, the Fukuyama Profile was implemented in the state of Badenwurtemburg, Germany, and is ready for expansion throughout that country. In addition, leading educators in Thailand are now preparing to pilot the Fukuyama Profile, while leading educators in Taiwan are preparing to expand the research studies on the Fukuyama Profile.

Training and Interest Around the Globe

Having the COPP located at the Center on Education and Training for Employment, at The Ohio State University, has many advantages, because the Center has numerous contracts and working relationship with foreign countries. During the past five years alone, the COPP representatives were called upon to provide several guidance and counseling training sessions for many countries. Within this context, the COPP was the primary guidance process tool that was featured with outstanding receptivity. The following are but a few examples of such activities:

· People's Republic of China	· Thirty-day training program in Shanghai for university leaders.
· Palau, Micronesia	· Three multi-day workshops provided in Koror, Palau for teachers, JTPA, and community agency heads.
· Kosrae, Micronesia	· Workshop conducted for Minister of Education, First

	Lady, and key national staff.
• British West Indies	• Formal COPP presentations and proposals presented during meetings.
• Virgin Islands	• Formal COPP presentations and proposals presented during meetings.
• Turkey	• Annually, groups of educators come to the Center for training and the COPP is always on their training agenda.
• Alaskan Natives	• COPP used by Native Alaskan Associations in providing summer youth guidance training in five regions.
• Malaysia	• Three teams of educators from the Ministry of Education were trained on practical uses.
• Russia	• Five groups of educators were briefed on the COPP as a part of their school modernization efforts.
• Poland	• COPP was integrated into a Department of Labor, school youth guidance improvement training project.
• India	• National leaders were trained on how to use the COPP and how adaptations could occur during two weeks in-residence period.
• Taiwan	• Two national representatives were in residence to study the background and philosophy of the COPP.
• South Korea	• Annually groups of ministers of education would be in-residence at the Center and chose the COPP for its guidance product to study.

· Hong Kong	· The National Board for Vocational Education was provided training on the COPP and how it might be used in training centers.
· Jamaica	· Groups from the Ministries of Labor and Tourism have been briefed and trained.

Use Throughout the States

Since the report of the pilot test of the COPP was released in 1992, hundreds of different schools, institutions, agencies, and groups have begun to use the product in a number of ways. State departments of education and labor have been very influential in the broad-scale use of the COPP. In some states, like Utah and Missouri, they have demonstrated the relationship of the COPP to their model guidance programs and then found ways of using state legislative or federal monies to provide incentives to schools to try the COPP on a pilot basis. States like New Hampshire and Virginia used in-state program improvement monies to purchase a significant amount of the COPP materials, provided teacher/counselor training, and then provided technical assistance during the school's first year of use. Another approach has been demonstrated by states like Oklahoma, Idaho, and South Dakota that realized they already have a modern career guidance program, but were missing a few items (examples, portfolios, planners, parent files) that would provide added value to their programs and promoted such use.

Nebraska uses the COPP to determine if it meets its School-to-Work guidance and career planning obligation. Hawaii Department of Education, within their school guidance partnership program, uses the COPP in a multi-department approach, while Texas uses the COPP as their career planning classroom process model in hundreds of their state teacher, administrator, and school counselor workshops. Most other states assist the Consortium in promoting the value and availability of the COPP in their newsletters, conferences, etc. The Consortium believes that the value and future use of the COPP depends upon having the state guidance leadership see how it is unique and how it can best provide added value to its Tech-Prep, career pathways, School-to-Work, and vocational education legislative efforts and mandates.

SUMMARY

The COPP, while slow in some respects, has matured and is becoming well-known around the world. This conference and related publications represent a major launch for COPP as a developing guidance tool, to one that is mature, proved to be effective, and used in major school improvement efforts in the 21st Century.

STATE INITIATIVE IN IMPLEMENTING THE COPP

Mr. Marion F. Starr
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CAREER ORIENTATION AND PLANNING PROFILE: HELPING TO EFFECTIVELY MEET NATIONAL AND STATE LEGISLATIVE INITIATIVES - MEETING THE CAREER PLANNING NEEDS OF YOUTH

By
Mr. Marion F. Starr, Director, Guidance and Placement
Missouri Department of Elementary and Secondary Education

Introduction

As we move into the 21st Century, the needs and concerns of our youth will be much different from those of today and in the past. We tend to think of the 21st Century as being somewhat in the distant future, when in fact it is only a few years away. The rapid advances in the world of technology will bring about major changes in the nation's workforce and in the way we must prepare our youth to function in the world of the next century. To meet the needs of our youth today and on into the next century, we must provide them with a systematic process that will enable them to develop sound educational and career plans. This process must include:

- Extensive career awareness activities beginning at the elementary level centered around concepts such as exploring careers, self knowledge, decision making, understanding and getting along with others, learning about family responsibilities, learning about school, good work habits, etc.

- Further career exploration and planning activities that will provide the basis for making sound career choices, such as learning more about career paths and job clusters, learning more about individual interests and aptitudes, steps in making decisions, and planning for further education and training.

- Increased knowledge of self and others to include activities that will help students know what is important to them, to respect the opinions of others, and to effectively communicate feelings.

- Broaden knowledge of our changing world and how this will impact on educational and career planning, effective decision making skills, and the enhancement of life-coping skills.

Need For Systematic Educational And Career Planning

The need for comprehensive guidance and a systematic process for educational and career planning is apparent. Data and information obtained from a 1993-1994 National Survey of Working Americans (conducted by the Gallup Organization and sponsored by the National Career Development Association and National Occupational Information Coordinating Committee) found that most schools are not doing enough to help students plan for a career, develop job skills or find jobs. Of the individuals included in this study, 63% felt that high schools are doing a good job preparing students for college. However, additional information collected in the study revealed the following: 60% think high schools are not devoting enough attention to non-college bound students to help them develop skills needed for jobs after graduation; 64% indicated high schools are not doing enough to help students learn to use occupational information; 51% say high schools are not doing enough to help students choose a career; 57% think high schools are not doing enough to help students identify jobs open now or in the future; 64% said high schools are not doing enough to place students into jobs after graduation. Results of information obtained from the "Learning to Work: The NCDA Gallup Survey-1995" found substantially the same information. High schools should: pay more attention to career development, help all students plan their careers, help all students develop job skills, help all students find jobs, and help work-bound students develop work skills.

The National Center on the Educational Quality of Workforce National Employer Survey of 1995 further illustrates and reinforces the need for effective planning with all students. The survey of 3,347 businesses indicated the following: one out of five U.S. employees are not proficient in their jobs; there is an expressed lack of confidence by managers in the ability of schools and colleges to prepare young people for the work place; 57% of businesses sampled said that the jobs they are offering required increased skills; 42% reported that non-supervisory workers were using technology such as computers; and very few businesses make significant investments in remedial training or basic skills.

As individuals, including counselors, teachers and parents who help students develop educational and career plans, we must realize that the career choice and the eventual work they do will be a major part of their lives for the next 50 years. Students, parents, counselors and others must realize that competition in the work force will be a major factor as students develop long range education and career plans. Approximately 90% of the people who will be working in the year 2000 are on the job today and two-thirds of those currently on the job are expected to work for the next 20 years. The planning process must include the realization that approximately 70% of the jobs in the future will not require a four-year college degree, but will require education beyond high school, either through community college, vocational or technical education, apprenticeship programs, or the military services. In the very near future, by the year 2000, it is projected that 52% of all jobs will require more than a high school diploma but less than a four-year college degree.

Based on salary and income level information obtained from the U. S. Department of Labor, it is apparent that there is a direct parallel between higher levels of education and high average salaries. The following average salary is based on individuals, age 25, working year round, full time:

- Less than a high school diploma will earn less than $20,000 annually
- Those with a high school diploma will earn approximately $29,000
- Those with some college or post-secondary vocational education $36,000
- College or University graduates can expect to earn approximately $58,000

While the information from the Department of Labor shows that college graduates will earn substantially higher salaries, we must realize that not all individuals will have the interest in or needed skills to succeed in college. We must also focus our efforts on those individuals who are not college bound and be sure they have the needed confidence and skills to succeed in a work world that will in all probability place them in five to seven different jobs in their lifetime.

The process of systematic educational and career planning must be an obtainable goal for every student in our nation's schools. We have only to look at information obtained from the Digest of Education Statistics - 1993, Department of Education, to reinforce this as a matter of high priority. During 1992-93 there were approximately 3,344,000 students age 17 enrolled in our nation's schools. Out of this group of students, it is projected that 73.8% will graduate from high school. In general terms this means that for every 100 students who enter grade nine, estimates are that 76 will graduate from high school and 24 will drop out prior to completing their high school career. Out of the 76 who will obtain a high school diploma, 47 will enter college, while the other 29 will go directly into the workforce or other types of post-secondary training. Out of the 47 who enter a four-year college program, 24 will earn a bachelor's degree with 23 dropping out prior to completion of a degree. Of the 24 who complete a degree, approximately 20% will return to a community college system to obtain skills necessary to become employed within the workforce.

If the needs of our nation's youth are to be met, then we must develop and expand comprehensive guidance programs which will emphasize the process in systematic educational and career planning. Comprehensive guidance and counseling programs, which by design must include systematic educational and career planning, are critical if we are to do our part in helping the youth of our nation to meet the challenges of the next century.

Programmatic Approach To Comprehensive Guidance And Career Planning: A State Model

The Missouri Comprehensive Guidance Program Model is designed to assist school districts to meet the challenges of providing students with extensive career awareness, career exploration and career planning activities; increased knowledge of self and others; broadened knowledge of our changing world; decision-making skills; enhancement of life-coping skills; and, systematic educational and career planning. It is a competency-based program that provides a balance of direct and indirect services and activities. Missouri Comprehensive Guidance: A Model for Program Development, Implementation and Evaluation, is organized around a framework consisting of two major components, Structural and Programmatic. The Structural Component provides the program direction, support, necessary resources, program definition and philosophy, facilities, staffing pattern and budget. The Programmatic Component consist of activities which have direct impact on the student population, K-12, and organizes 100 percent of the work of the school counselor into direct and indirect activities. This component is organized around four major parts: Guidance Curriculum, Individual Planning, Responsive Services and System Support. The Career Orientation and Planning Profile (COPP) is used as an instructional tool within the Guidance Curriculum and is an integral part of the Individual Planning Component. The COPP becomes a vehicle to facilitate the delivery system of effective career planning.

The Guidance Curriculum consist of structured developmental experiences for all students and is designed to be presented through classroom and large group activities. The classroom and large group activities are designed to address competencies found within the K-12 Scope and Sequence. The Scope and Sequence is developed around three major areas: Career Planning and Exploration; Knowledge of Self and Others; and Educational and Vocational Development. Within the three areas there are sixteen categories that contain multiple competencies appropriate for age and grade level. **Area I - Career Planning and Exploration** contains five categories: Understanding and Developing Careers; Understanding How Being Male or Female Relates to School and Work; Making Decisions About College; Planning High School Classes; and Learning How To Use Leisure Time. **Area II - Knowledge of Self and Others** has five categories: Making Decisions; Understanding and Getting Along With Others; Knowing How Drugs and Alcohol Affect Me and My Friends; and Learning About Family Responsibilities. **Area III - Educational and Vocational Development** contains six categories: Improving Study and Basic Learning Skills; Learning From Friends and Others About School; Planning for School and Beyond; Preparation for Finding Jobs; Finding Jobs; and Learning Consumer and Homeowner Skills. The three areas, sixteen categories and the competencies within the categories are used as the organizational base for Scope and Sequence at all grade levels K-12. While all categories are utilized within the total system, it should be noted that not all categories are appropriate at all levels. A partial illustration from the complete Scope and Sequence follows at the end of this article.

Individual Planning Component consist of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, strategies and activities are developed and implemented to help students systematically develop their long range personal, educational and career goals. Individual Planning strategies include use of individual appraisal information, individual advisement, programs placement, and appropriate selection of course work. The use of tools and resources such as Student Career Planning Guide Books, Career Planning Documents, Portfolios, and Parent Information Files are essential aspects of good Individual Planning. As the process of career planning continues to unfold, parents need to be encouraged to work closely with school officials to see that students gain additional occupational tryouts and experiences as they relate to career exploration and eventual career choice. In the end, parents will have the satisfaction of knowing that their sons or daughters have increased their ability to choose suitable educational courses, programs, institutions, and employers that will lead to a satisfying and productive career and future employment. Additionally, as educational and career plans are developed, evaluated and changed, the concepts of Career Paths will be highly beneficial to students. All career paths include a variety of occupations that require different levels of education and training. The use of Career Paths, in conjunction with the other tools and resources above, will provide students with an area of focus, along with flexibility and a variety of options to pursue. Effective Individual Planning will allow students to consider all options available to them and in turn pursue the additional training and education after high school, including college or universities, community colleges, and vocational-technical programs that will allow them to reach their own career goals.

The Responsive Services Component consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral or providing information. This component is available to all students and is often student-initiated. While this component is available to all students, it is not assumed that all students will need personal counseling, consultation or referral. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation of this component. The Responsive Services are primarily delivered through: **Consultation** (consulting with parents, teachers, other educators and community agencies regarding strategies to help students); **Personal Counseling** (providing counseling on a small group or individual basis for students expressing difficulties dealing with relationships, personal concerns, etc.); **Crisis Counseling** (providing counseling and support to students and families facing emergency situations-usually short term and temporary in nature); and **Referral** (use of outside resources to deal with crisis situations such as suicide, violence, abuse, and terminal illness. Resources may include Mental Health Agencies, Vocational Rehabilitation, Juvenile Services, etc.).

The System Support consist of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas: **Program Management and Operations** (include the planning and management tasks needed to support activities conducted in a total comprehensive guidance program); **Fair Share Responsibilities** (include responsibilities that are expected of all staff such as class sponsorship, bus duty, club sponsor, etc. - all staff members are expected to take their turn); **Professional Development** (updating professional knowledge and skills on a regular basis - may involve participating in staff development programs, attending professional meetings, and graduate course work); **Staff and Community Relations** (orienting staff and community to the aims and purpose of comprehensive guidance through newsletters, local media and presentations); **Advisory Councils** (serving on departmental curriculum committees, community committees, and advisory boards provide support for other programs in the school and community and in turn gain support for the guidance program); **Community Outreach** (include activities designed to help counselors become knowledgeable about community resources, employment opportunities, and local labor information); and **Research and Development** (include guidance program evaluation, data analysis, further development/revision of guidance learning activities).

The Career Orientation and Planning Profile: Meeting Federal Initiatives

Career guidance and career planning is a major thrust, both at the national level and at the state level in Missouri. The School-to-Work Opportunities Act, signed into law by President Clinton on May 4, 1994, contains specific language related to career planning. The general purpose as detailed in the law are: 1) provide all high school students opportunities to complete a career major; 2) integrate work-based learning and school-based learning; 3) build effective linkages between secondary/vocational and post-secondary education; and 4) provide participating students with strong experiences in an understanding of all aspects of the industry the students are preparing to enter.

The School-to-Work Opportunities Act has three components: The School-Based Learning Component; The Work-Based Learning Component; and The Connecting Activities Component. The School-Based Learning Component specifically states that Career Awareness and Career Exploration Programs and Guidance and Counseling shall begin at the earliest possible age, but no later than the seventh grade; that the initial selection of a career major (in Missouri selection of a Career Pathway) shall be made not later than the beginning of grade eleven; that a program of studies designed to meet the same academic content standards the State has established for all students (Missouri's Show-Me Standards and the standards established under the Goals 2000) and to meet the requirements necessary for a student to earn a skill certificate. The Missouri Comprehensive Guidance Program Model and the Career Orientation and Planning Profile (COPP) are designed to assist schools and youth to meet the intent of this component. The Work-Based Learning Component states that: (1) a planned program of vocational/ job training and work experience shall be provided that will include pre-employment and employment skills to be mastered at progressively higher levels, are directly relevant to a student's career major, and leads to the awarding of a skills certificate; (2) paid/unpaid work experiences, job shadowing, school-sponsored enterprises and/or on-the-job training are integral parts of the process; (3) workplace mentoring is provided and available; (4) instruction in general workplace competencies, i.e., developing a positive work attitude, and employability and participative skills; and (5) broad instruction in a variety of elements of an industry are included for all students. The Career Orientation and Planning Profile, Form A, specifically addresses and takes into account the importance of past experiences gained both In-School and Out-of-School. In-School experiences include classroom activities, participation in sports, school leadership positions, school clubs, extra curricular activities, etc. Out-of-School may include part-time jobs (both paid and unpaid), sports programs, volunteer work, scouting programs, 4-H clubs, etc. The COPP emphasizes the importance of the skills and knowledge obtained through one's past experiences as a key element in the process of effective career planning.

As Workforce Development legislation continues to unfold, the same emphasis as found in the School-to-Work Opportunities Act is still very apparent. The required uses of Workforce Development funds are: the integration of academic and vocational education; linking secondary and post-secondary education; provide career guidance and counseling; involve employer in program design; provide work-based experiences and pre-employment and work maturity skills training. Again, the COPP is a vehicle that can assist in meeting the intent of the legislation.

The Career Orientation and Planning Profile: Meeting State Initiatives

Missouri School Improvement Program (State Accreditation)

Along with the federal initiatives, the Missouri Department of Elementary and Secondary Education has the responsibility of providing the leadership, along with needed resources and materials to assist schools in meeting accreditation standards (The Missouri School Improvement Program - MSIP). Within the accreditation process there are specific standards and indicators related to comprehensive guidance and career planning. While there are five standards and twenty-eight indicators for guidance and career planning within the MSIP process, the following have special significance for utilization of the COPP at the local level.

Standard: Structured developmental experiences are presented systematically through both classroom and group activities in grades K-12.

1. The guidance curriculum addresses students' needs in the areas of career planning/exploration, knowledge of self and others, and educational/vocational and career development including effective employment seeking and employment retention skills at grades 7-12.

2. The written guidance curriculum is developmental and is articulated through all grades to ensure continuity of learning, extension of skills, knowledge and competency.

Standard: Students are provided with the opportunity to develop, monitor and manage their educational and career plans through a structured, systematic individual planning system.

1. Activities and procedures are in place that will provide a comprehensive program of career awareness and exploration at the elementary, middle/junior high school and high school levels.

2. A system for individual planning, beginning no later than the seventh grade, provides assistance to students, in collaboration with parents/guardians, to develop educational and career plans, and includes assessment, advisement and identification of short-and-long range goals.

3. The individual planning system provides students in middle/junior high and senior high with the necessary forms and procedures that will enable them to record, monitor and update their educational and career plans on a systematic basis as they move through the school system and as they anticipate their next steps after leaving school.

4. Educational and vocational information and resources are readily available to students.

The two standards as mentioned and the six indicators are a major component of the accreditation process for guidance programs in school systems throughout Missouri. In those districts where the COPP has been implemented as a part of the Missouri Comprehensive Guidance Program Model - Individual Planning Component, the districts have met the required standard and students have received the direct benefits derived from a systematic career planning program.

Missouri State Board of Education: Work/Study Session

While the following information does not identify any specific program, the emphasis and concern for career development is apparent. As a result of discussions at their February 14-17, 1996, Work/Study Session, the State Board directed the Division of Vocational and Adult Education to develop a Policy Paper in which the State Board will identify the following policies and suggestions for local school districts.

- The provision of Career Pathways in local schools on a voluntary basis for both schools and students.
- The provision of Career Awareness at the elementary school level and the provision for Career Exploration at the middle/junior high school level.
- Career Pathways should not restrict a student's access to attend college.
- Career Pathways should never be mutually exclusive from academics.
- Career Pathways should emphasize academic rigor.
- Emphasize that students perform better once they have chosen a career path.
- Have college preparatory emphasized at the upper ends of the Career Pathways.
- Have a workforce development statement that focuses on K-12 programs.
- Support adult education and adult training under the premise of "who can deliver it best with the most customer focus."
- Include teacher training and staff development strategies as they relate to Career Pathways and Vocational Education.
- Strive to eliminate programmatic approach for academic and vocational education with an emphasis on integration of the two.

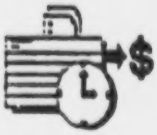
The focus of the State Board of Education related to the implementation and concepts of Career Pathways further stresses the need for effective career planning. As defined for use within the State of Missouri, Career Pathways are clusters of occupations/careers that are grouped together because the people in them have similar interests and strengths. A description of each of the six Career Paths used in the State are illustrated as follows:

Career Paths

Arts and Communications

Occupations related to the humanities and the performing, visual, literary and media arts. These may include architecture, creative writing, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.

Business, Management and Technology



Occupations related to the business environment. These may include entrepreneurship, sales, marketing, computer information systems, finance, accounting, personnel, economics and management.

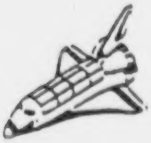
Health Services

Occupations related to the promotion of health and the treatment of disease. These may include research, prevention, and treatment.

Human Services

Occupations related to economic, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion and social services.

Industrial and Engineering Technology



Occupations related to the technologies necessary to design, develop, install or maintain physical systems. These may include engineering, manufacturing, construction, service and related technologies.

Natural Resource Systems

Occupations related to the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Missouri Outstanding Schools Act: Senate Bill 380

"One of the most important education imperatives facing the State of Missouri is to reach out to youngsters who are not headed to college, and keep them from dropping out of high school. About half of our high school graduates do not go on to college and one in four students entering high school never graduate. We must provide them with an exciting and rigorous program of academic and technical education that leads to community college or workplace skill development. The A+ Schools Program is designed to accomplish that imperative.

The A+ Schools Program will mobilize an intensive partnership among high schools, community colleges, students, teachers, parents, labor, businesses, and communities to give these students the motivation, skill, and knowledge to graduate from high school. It will create an innovative and well-designed path from high school to high skill, high wage jobs."

The Outstanding Schools Act establishes the A+ Schools Program to provide grant awards to Missouri's public secondary schools that demonstrate a commitment to ensure that:

1. All students be graduated from school;
2. All students complete a selection of high school studies that is challenging and for which there are identified learning expectation; and
3. All students proceed from high school graduation to a college or post-secondary vocational or technical school or high wage job with workplace skill development opportunities.

These goals are paramount to the solvency, revitalization, and economic well being of the state. Again, while not specifically stated, the implications for effective educational and career planning is readily apparent. If schools and the students they serve are to successively meet the intent of the legislation, then the development of short-range and long-range planning and the resources to facilitate the career planning process must become a priority that will impact on all students.

Parental Involvement: A Critical Factor in Successful Education and Career Planning

Parents are and will continue to be a major influence in the lives of their children. As children start school in kindergarten and begin their journey through the educational system, they are filled with dreams, excitement, challenges and amazement in the environment of the school setting. This is the time when children begin to form opinions and attitudes that will remain with them throughout their lives. As they move through the educational system from elementary into middle/junior high school, to high school and into post high school training or work, parents have the responsibility to assure that their children develop a positive self image, know and understand their individual skills and help them relate these to effective educational and career planning. The world of the 21st Century will hold challenges that we cannot imagine. The Career Orientation and Planning Profile system contains supplemental materials, "The Parent Information Files", designed for use at grade levels K-3, 4-6, 7-9, and 10-12. If parents are to assist their children in the career planning process, they must: Have a means to assimilate information; be provided with suggestions and ideas which are grade level appropriate; provide experiences around the home, on vacation and during the summer that expose students to a variety of career options; stress the importance of gaining a variety of experiences; and work carefully with their child, in cooperation with school counselors, to plan a course of study that will lead to a satisfying career choice.

The development of career aspirations in children require an environment that includes family, friends, and others who will listen, provide experiences and encourage them to visualize and dream about a future that will hold endless possibilities. The information obtained from the Career Orientation and Planning Profile and the full utilization of the "Parent Information Files" will enable parents to have the suggestions, ideas, and needed information available to them as their children progress through the world of education and career planning.

Closing Thoughts

As comprehensive career planning programs are developed and implemented, they must by nature, be an integral part of the school districts comprehensive guidance program structure. It is a major responsibility of school counselors to assure that all students are provided with the needed materials and resources to make informed career choices. The Career Orientation and Planning Profile, used in conjunction with other resources, will help to make this a reality for all students.

The importance and application of the Career Orientation and Planning Profile for the State of Missouri can be summarized as follows:

The COPP can be an effective tool for systematic educational and career planning.
--Provides for flexibility

- --Provides for teaching
- --Provides a framework for student decision-making
- --Provides a focal point for students resulting in better student performance

The COPP can be an effective tool to begin addressing Missouri's Descending Educational Pyramid (drop out rate).

The COPP can be an effective tool in addressing the concerns cited in the Gallup and ARC Polls regarding the non-college bound.

The COPP Program can be an effective tool in working with all students at an early age in the process of career awareness. The elementary materials are especially designed for this purpose.

The COPP Program stresses the necessity of beginning the process of systematic career exploration and planning during middle/junior high school years. All COPP student materials are designed to teach the process and the steps in systematic educational and career planning.

The COPP can be a useful tool in implementing any new federal Workforce Development Legislation regarding career planning, guidance and counseling.

All effective career planning programs must have the involvement of parents--The COPP, with its parent information files, K-12, provides that emphasis.

If school districts are to effectively implement a comprehensive career planning program, then counselors and administrators must work together to mutually develop a plan which meet the needs of all students and assure that each and every student is equipped to take the "next step" when they leave the school system.

If each of us truly believe that a key concept in the process of program enhancement and delivery is "continuous improvement", always looking ahead and going about the process of strengthening the program, making it better and better, day by day, we will truly help our youth meet the challenges that they will face in the years to come.

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APPENDIX A

MISSOURI COMPREHENSIVE GUIDANCE
SCOPE AND SEQUENCE ILLUSTRATION

(Complete copy of Scope and Sequence can be found in program manual - Missouri Comprehensive Guidance: A Model for Program Development, Implementation and Evaluation, 1993 revision)

Area I - Career Planning And Exploration

Category A: Exploring Careers
Elementary Level K-3 Competencies
1. I know about different jobs in my community.
2. I know about good work habits.
3. I know some reasons why people work.
4. I know people need to work together.
5. I know some things I like to do.

Elementary Level 4-6 Competencies
1. I know how to find out more about jobs and career.
2. I know the importance of good work habits for school and future jobs.
3. I know some reasons why people work.
4. I know that people need to work together.
5. I know some things I like and I can do well.

Category A: Exploring And Planning For Careers
Middle/Junior High School Level 6-9 Competencies
1. I know how to explore careers in which I may be interested.
2. I understand my interests and abilities and how they help me make a career choice.
3. I understand how to prepare for careers in which I may be interested.
4. I understand the importance of making plans for the future (jobs, vocational-technical school, employment and training programs, college and military).

Category A: Planning And Developing Careers
High School Level 9-12 Competencies
1. I know how to develop a career plan.
2. I know about possible careers and the world of work.
3. I know how to explore careers in a specific area in which I am interested.
4. I know how to prepare for careers in which I am interested.
5. I have made plans beyond graduation (Job

opportunities, training programs, college, vocational-technical school, financial aid, military, etc.).

6. I understand my interests and abilities, and how these can help me make a career choice.
7. I know how the place where I live affects job opportunities.

Area II - Knowledge Of Self And Others

Category H: Understanding And Getting Along With Others

Elementary Level K-3 Competencies

17. I know how to make and keep friends.
18. I understand that all people are not alike.
19. I know how to get along with both boys and girls.
20. I know how to ask parents, teachers and other adults for help without tattling.

Elementary Level 4-6 Competencies

19. I know how to be a good friend.
20. I understand my friends and classmates.
21. I know how to get along with both boys and girls.
22. I understand people who are different from me.
23. I know how to ask parents, teachers and other adults for help.

Middle/Junior High School Level 6-9 Competencies

27. I understand my friends and classmates.
28. I know effective ways of communicating feelings and thoughts.
29. I know how to be a good friend.
30. I know how to get along with both boys and girls.
31. I respect other people even though they may be different.
32. I can talk to someone when I need to.

High School Level 9-12 Competencies

48. I can understand others.
49. I can get along with my family.
50. I know good ways of communicating feelings.
51. I can develop close and lasting friendships.
52. I can accept others as well as be accepted by them.
53. I respect other people whose views differ from mine.
54. I can talk to someone when I need help.

Area III - Educational And Vocational Development

Category O: Planning For School

Elementary Level K-3 Competencies

33. I know what is expected of me in the next grade.
34. I know how to make choices at school that fit my

likes and dislikes.
35. I know that all classes (math, science, reading, etc.) are important in jobs and daily living.

Elementary Level 4-6 Competencies
37. I know what is expected of me in the next grade.
38. I know how to make choices at school that fit my interests and abilities.
39. I know that all classes (math, science, reading, etc.) are important in jobs and daily living.

Category O: Planning For School And Beyond
Middle/Junior High School Level 6-9 Competencies
51. I understand high school credits and graduation requirements.
52. I know how to select high school courses that help meet my needs, interests, and career goals.
53. I know how academic skills such as math, reading, and science relate to my career goals.
54. I know how to select middle school extra curricular activities that will meet my needs and future goals.
55. I understand how completing high school will better prepare me for the job market.
56. I understand how completing high school will better prepare me to continue my education (vocational education, military, and college).
57. I know the classes offered by my area vocational technical school.

Category O: Vocational Selection And Training
High School Level 9-12 Competencies
78. I have visited vocational programs before enrollment.
79. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my high school.
80. I know how basic skills (math, reading, etc.) relate to my vocational goals.
81. I know my strongest vocational interests, aptitudes, and abilities.
82. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes and abilities.
83. I know the job opportunities available to those who complete area vocational school training.

USE OF COPP IN SCHOOL-TO-WORK PROGRAMS

Ms. Corrine Forbes
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NEBRASKA'S SCHOOL-TO-WORK PROGRAM AND THE CAREER ORIENTATION AND PLANNING PROFILE

by
Ms. Corrine Forbes, Counselor
Raymond Central High School, Nebraska

It is indeed a pleasure to speak to you today about the use of the COPP in Nebraska. Nebraska is definitely proud to be associated as a demonstration state for COPP usage. For those of you who may not be familiar with Nebraska, I would like to provide you with a small amount of information about my state.

Nebraska is located directly in the center of the United States. We are a very rural state with the majority of our economic base coming from agricultural related business and industry. Our capitol city is Lincoln, the home of the national college football champions, the Cornhuskers. Our population is fairly small with the majority of people living in the eastern part of the state. Our boundaries cover over seventy five thousand square miles. We pride ourselves on our low unemployment and high graduation rates.

Nebraska was one of the nineteen states to be awarded a national School-to-Work Implementation grant to begin the development of a system of partnership between schools, businesses and industry to better prepare students to enter the ever changing world of work. I have had the opportunity to serve as the representative from the Nebraska School Counselors Association on the Governor's Task Force for School-to-Work. The federal School-to-Work initiative addresses three main areas: School-Based Learning, Work-Based Learning, and Connecting Activities. As a task force, we were asked to identify needs from both the educational and workplace settings, and then develop a proposal that would provide solutions to meet these needs. This was no small task! As co-chairman of the School-Based Component, I had the opportunity to travel across the state and visit with many educators and employers about what they viewed as the most pressing needs of future, new and current workers.

We began to search for ways to address these findings. Under the new title of "Alliance for Learning", Nebraska's School-to-Work initiative, we sought out demonstration sites through a mini grant procedure. Three sites were chosen to develop programs and serve as implementation models for the rest of the state.

As part of our planning process, we began to assess what was currently being done in schools throughout the state. Much to the surprise of educators, the outside world had little ideas as to what schools were doing in the areas of career education and job preparation. Most of the non-educators made the incorrect assumption that schools had not changed since they had attended, and that little was being done to prepare students to enter the world of work. Sadly to say in some situations, this was true. Those of you, as I, who have been in the counseling field for over twenty years, know that career education is anything but a new concept. Some of us have been working in this area for quite some time. In education good ideas really never die, they come back with new names and in more well defined programs. Such is the story of career education, now known as School-to-Work initiatives.

As a School-to-Work Task Force, we were charged with addressing specific issues for each of the three components, School-Based Learning, Work-Based Learning and Connecting Activities. We in Nebraska are very fortunate to have as our Director of Guidance, Dr. Evelyn Lavaty, a lady whose unending devotion to promoting quality guidance and counseling programs in Nebraska, has aided us in finding programs that would serve the needs of Nebraska schools. Evelyn surveyed the Nebraska schools to see what materials were currently being used in their programs. Approximately two years ago, Evelyn began talking about something called the COPP. The more I learned about the project, the more excited I became.

As we traveled across the state in our planning meetings, Task Force members became increasingly aware that schools needed help finding materials that could assist them in delivering a K-12 developmental career guidance program. Many schools in Nebraska have one counselor for the whole K-12 program. Other counselors have teaching responsibilities as well as the counseling program. So it was mandatory that we either develop materials or find something that we could suggest to our schools. Even though we were only on a fact finding mission, educators and non-educators wanted suggestions for help.

Remembering what Evelyn had said about the COPP program, I became increasingly curious about what it involved. I had the opportunity to attend a session on the COPP at the National Vocational Conference in Denver, Colorado, last winter. The more I heard about the system, the better it sounded. So when Evelyn suggested bringing the COPP to Nebraska, I was very supportive, as I believed the program would serve our needs very well. Upon attending the User Conference in Nebraska, I began to look at how the system would fit into our School-to-Work model.

The Nebraska School-To-Work model contains the following identified needs in each of the three components. I will discuss each of the components and explain how we feel the COPP especially meets the needs of Nebraska counselors and teachers.

The School-Based Learning Component deals with the in-school education and training of students. The first need is that of career guidance and counseling. This service must be for all students and begin no later than the seventh grade. The COPP provides extensive opportunities for guidance as it is especially designed to help students structure themselves by emphasizing the process involved in career decision making. The COPP is designed to begin in kindergarten and continue through adulthood. Through the use of the portfolio system for both educators and parents, an awareness is created that education and planning are the keys to success. The parent portfolio provides the parent an easy way to keep materials the child completes as well as a check list of items that will assist in communicating with the child's school. One of the main reason why parents avoid communication with school is the fear of not knowing what they should ask. The checklist in the K-3 portfolio not only assists the parent in gaining needed information, but it assists the school by informing parents of what their responsibilities are. The Parenting Skills and School Involvement sections reinforce the need for parents to take an active role in the lives of the children. Recording the special things about the child will assist the parents in being involved in the child's educational development from early on. The portfolio also assist teachers by providing reinforcement for the area that teachers complain about the most, lack of parent involvement.

As children move into the intermediate grades of 4, 5, and 6, in addition to the parent file, the student "This is Me" file gives the child a simple planning guide to aid students in assessing their abilities, personal traits, what others like about them, and things that are important to them. The Educational Information Folder assists the child in beginning to understand the importance of identifying and recording their experiences and accomplishments. The materials are easy to follow and can be built into the curriculum in a variety of different places. My personal likes about the materials at this level is the reinforcement of the ideas that as individuals we do not like everything we experience, and we are not good at everything we do. Through the proper use of these concepts, students' self concepts can be enhanced. Just because one is not good at something or does not like doing certain activities, does not make one bad or dumb as a person. I work extensively with junior high age students who have learned as early as kindergarten who is good and who is not so good based on their impressions of what the teacher, peers or family may want. Through the use of the COPP activities, the idea of "good" and "bad" turns into a non-issue. The use of goal setting and self evaluation at this early age begins a technique for success that will serve the students throughout their lives.

The materials for the junior and senior high students provide counselors and teachers a ready made developmental career guidance program. If a counselor did no more with students than complete the COPP materials, each student would receive what I view as excellent preparation for future life planning. Many guidance programs try to be everything to everybody and often fall short due to time and energy constraints of meeting the needs of so many diverse students. By using the COPP with each student, most major areas of a developmental counseling program would be addressed. Students learn to tie their educational plans to their future goals. Students are asked to record their in-school and out-of-school activities which help them to assess their experiences and provide a source for future reference. The Career Planner meets and exceeds the requirements for career counseling by the seventh grade. Students begin to look at the types of work they might like to do as an adult, assess their values and traits, look at the work competencies or job skills that they have acquired, and record their work-like experiences. Students learn to set goals using the information recorded. The COPP goes several steps further than most programs. It asks the students to review their information with a significant adult. It also asks them to identify who or what might be able to help them in obtaining additional information, not only in school but through community resources too. The program encourages the use of a variety of sources to obtain career information. It ties in closely with the Nebraska Career Information System materials. Students are also asked to develop strategies needed to obtain their goals. It is a well accepted fact that if we write down our goals, we are much more likely to achieve them. The COPP asks the child each year to develop a plan to follow, therefore, increasing the likelihood that they will achieve their goals.

When addressing the integration of academic and vocational education, the COPP has several strong components. Beginning in grades seven and eight, the COPP puts high priority on the selection of classes based on the students career goals. Students are asked to develop four year academic plans using their career goals. These are reviewed annually and adjustment made according to changes in the student's desires. The COPP places high emphasis on tying the academic planning component to the student's career choice. This fits well with Tech-Prep initiatives and the need for planning beyond the high school level. Students are encouraged to research the type of educational training available for their desired career. The COPP introduces the idea of financial aid planning in the process. Students also become involved with job tryouts which serve to assist them in discovering the type of education, training, and skills needed to do different jobs. As students complete the COPP for Recording Occupational Tryouts Form A, they learn the value of all types of experiences, in-school, out-of-school, both paid and non-paid work. The unique quality of the COPP Form A involves the degree of satisfaction component. Just because students have job experiences, does not mean the experiences were satisfying or met their expectations. By giving students permission to express their satisfaction with different types of work, we assist them in making more informed career choices.

The third area the School-Based Component addresses is the development and inclusion of programs that lead to higher standards. When students become more informed about what they need to know to enter a certain career, the standards of educational programs will be forced to rise. One of the main problems faced by counselors, teachers and parents, is students that have a lack of direction. These students become labeled as high risk, lazy or non-involved. One of my special interests involve working with this group of students. I have increasingly found that they have never really addressed what they could or would like to pursue as a career. Many of these students have many job experiences, some not so positive or legal. They often feel trapped and can see no use for future education. I believe that if these students would be afforded the opportunity to learn to do self assessment and goal setting in the ways the COPP presents the material, they might have followed a more positive path. Higher standards can only be achieved when students understand the value of education. Education will only achieve higher standards when we are ready to accept the idea that not every student needs to know the same information, and can not be expected to learn that information in the same way. The development of the student profile, including the occupational tryouts, leads to better understanding of self which promotes a higher expectation from students as to their training and learning needs. The Career Planner assist students in making realistic course choices while still in high school.

The fourth component is periodic review of students' strengths and weaknesses and development of alternative learning strategies. The COPP portfolio system beginning at the elementary level stress the continued evaluation of personal strengths and weaknesses, not in a good vs. bad context, but in a setting for realistic self evaluation. The validation component of the COPP materials help students to be aware of how others view them. It also brings the parent back into the planning process, for it is still the family that has the main influence on what career path a child will choose.

The Work-Based Learning Component required us to address the following issues. Students are to have experiences relevant to a student's career major. These experiences can be paid or non-paid. A high emphasis is to be placed on workplace mentoring. Instruction in general workplace competencies is to be stressed. It was strongly felt that instruction in all aspects of an industry needed to be provided to students. We also were to include a plan for incorporating labor market information.

The COPP program fits in well to meet the mandates for Work-Based Learning. A major component of the COPP program centers around job tryouts. The job tryouts may come in many different forms such as workplace mentoring, paid or non-paid work experience, career visitations, job shadowing, etc. The Career Portfolio and the Career Planner give the student many opportunities to identify competencies needed from job tryouts. For every tryout experienced, the Career Planner ask students to review the skills or job competencies and the worker traits needed for that career. Students record with whom they have talked, and what additional resources they may wish to use. Not only do students identify the worker traits and job skills needed, but they are asked to develop a plan to practice the skills or strengthen the traits needed.

By asking business and industry to form partnerships with schools, students will have the opportunities to begin to learn about additional aspects of industry. Just as business and industry can not be expected to know what is going on in schools, schools can not be expected to teach every aspect of industry without assistance. Business and industry have been asked to begin this process by providing learning opportunities for teachers to become familiar with their operations through visitations and summer internships. By increasing the knowledge of teachers about what is needed in the world of work, we can expect better preparation of students. As teachers become familiar with the needs of employers, classroom teaching will become more relevant. As employers inform educators about what they see lacking in workers, educators can adjust their learning activities to address these issues.

We in Nebraska have already begun to see a change in our educational system as educators begin to communicate with business and industry leaders. Employers have stressed the need for students to have resumes and references. The need for proper education and training is essential. The need for worker traits such as following directions, being on time, accepting responsibility, problem solving, and teamwork are seen as essential. The COPP identifies each of these as Workplace Basics and ask the students to consider if they have acquired these skills. By asking students to confirm or deny that they have the skills, reinforces teaching efforts. The Career Portfolio contents section suggest the very documents that employers recommend be developed and included in the folder.

The third area is that of Connecting Activities. This component calls for matching students with work-based learning experiences; combining academic and vocational curriculum into one program; providing mentoring for students at school and on the job; linking School-to-Work participants with community services; and developing professional and support systems for teachers, employers and others. The COPP can assist in the connecting activities by providing a process for leading students to assess job skills by looking at work competencies. The parent folders provide excellent guidelines for assisting children in finding opportunities to build career experiences. Sharing the parent folder with employers or mentors would also provide excellent guidelines for assisting students. Through sharing the COPP parent materials with employers and such groups as School-to-Work partners, school boards, administrators, and parent organizations, accountability will be increased and awareness broadened. As graduates leave with their systematic, organized Career Portfolios, schools will be seen in a very positive light.

The COPP system does not stop at the high school level, but extends into the post-secondary level. By making information about the adult planner a part of a students' graduation packet, students who were not ready to use the information while in high school would have a point of reference later on. No matter how hard we may try, we will never reach all students. By having information about the Adult Career Planning materials available, the school can remain a resource for many years. The Adult Planner is being introduced to Nebraska's community colleges for use with their students.

As I traveled across the state with the School-to-Work Task Force and in my Nebraska School Counselor Association activities, I have had the opportunity to speak with many counselors. I continually asked counselors what their wants and needs were in the area of career education. The number one request was for a career portfolio. They also desired the following: a systematic, process orientated program that could be implemented without complicated training and interpretation components; a program that could be integrated into their current curriculum; a program that emphasizes goal setting and decision making; suggestions on ways to gain job/work experiences other than paid employment due to the lack of job sites in rural areas; provide a developmental approach for K-12 guidance; information for parents that is easy to understand and gives a process for helping with their child's educational needs, career development, and future planning, and above all, affordable. They did not want much! As I learned more about the COPP, it became apparent that many of our desires would be met through this program. As I listened to the presentations and read the Teacher/Counselor Manual, I became more convinced that the COPP was what the counselors in Nebraska had been asking for. Each of the desires could be met with a component of the COPP. Compared to the cost of other such programs, the COPP was found to be quite inexpensive. It is possible to self score the materials, therefore lowering the cost even more. When we considered just the printing cost of making ones own portfolio, the COPP materials became even more desirable.

The concerns in Nebraska always center on the method of delivery. Should career education be integrated into the regular curriculum or presented in a stand alone class or unit? How does one get parents to take an active role in their child's educational planning? How do schools provide work experiences for all students? How do we pay for this additional program with a 0% spending lid facing Nebraska schools in the next two years? Of course there are no easy answers to any of these questions. We hope to provide recommendations to some of these questions through the experiences of our partnership programs.

Of the materials and programs that were reviewed by Nebraska, the COPP was found to best meet our needs and desires. A conference was held in April to introduce the materials to school personnel from the schools involved in the School-to-Work partnerships. Over one hundred school teams attended the conference and many agreed to pilot the materials in their schools. Six people were trained as technical assistance providers. Plans are now underway to offer a similar conference to the schools that will be involved in the second round of implementation grants to be awarded later this fall. A pre-conference professional development session will be held in coordination with the Nebraska Counseling Association's annual fall conference. We will be strongly encouraging schools to report their experiences with the use of the COPP.

In summary, Nebraska is truly committed to encouraging our schools to adopt the COPP as a vital part of their School-to-Work system. The COPP can meet the needs expressed by counselors in the following ways:

1. It is a process oriented K-12 program.

2. It promotes the recognition of a variety of work experiences both in and out of school.

3. It ties school learning experiences to work settings.

4. It includes the unique characteristic of asking students to identify the degree of satisfaction the student has experienced with the work performed. This is vital to aiding students in making wise career decisions. Just because one has the ability to perform certain tasks well, does not mean satisfaction has been achieved.

5. By assisting students in evaluating their interests according to tasks performed verses the traditional "does this sound fun to you" idea, a more realistic interest profile is built.

6. Through the concept of job tryouts, students are encouraged to gain the experience of performing tasks similar to the career they desire to enter.

7. The parent folders serve as excellent tools to aid parents in becoming involved in their child's education and career development.

8. The Career Portfolio meet the desires for a portfolio system expressed by Nebraska counselors.

9. The excellent instructional manual makes administering the COPP program extremely usable for teachers and counselors alike.

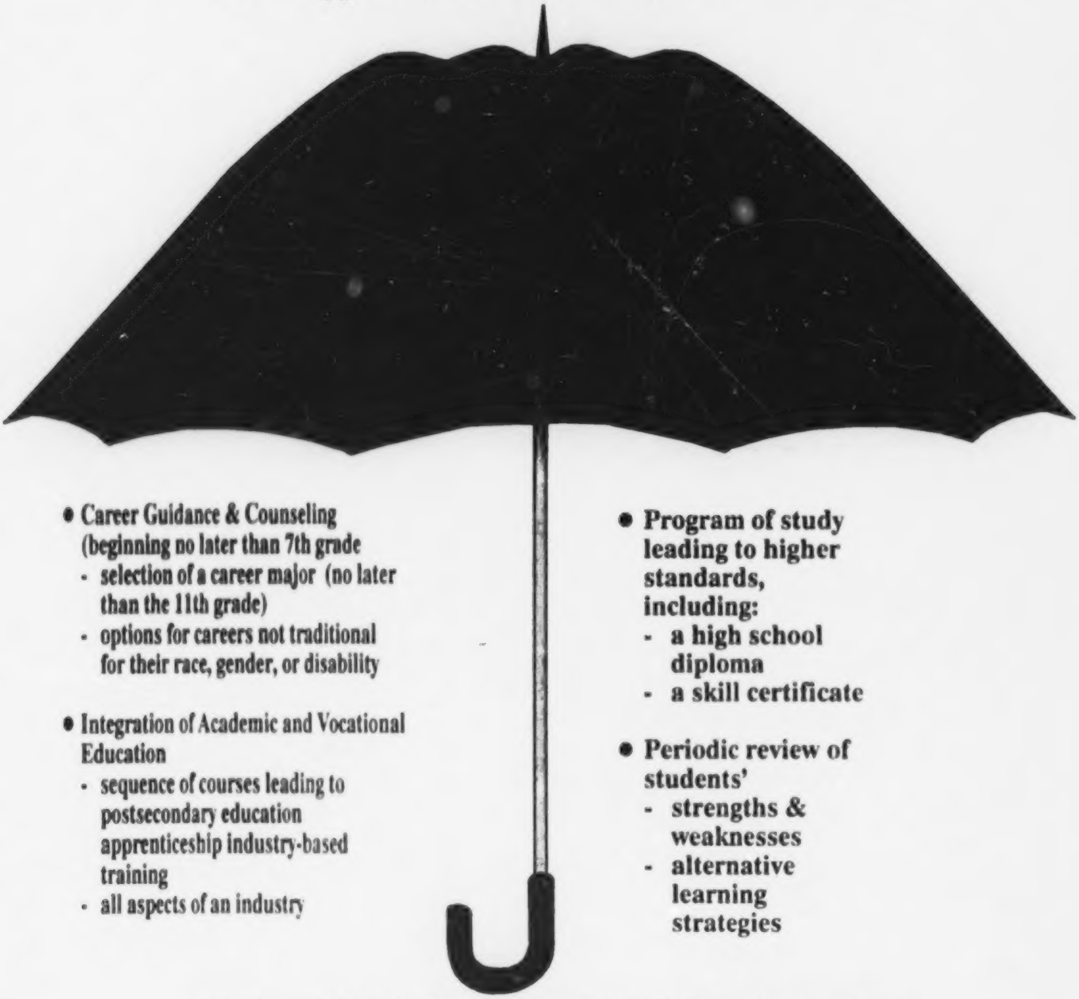
10. The COPP system assist counselors and teachers in informing students as well as parents through discovering career options, establishing the process of goal setting, gaining an understanding of the need for proper academic preparation for ones desired career, providing an organized, systematic process for keeping important information needed for later use, and the use of the validation process to aid in decision making.

The COPP system is the result of years of hard work and dedication. It is a pleasure to be trainer and user of the materials. I strongly encourage the implementation of the process into your program.

School-to-Work

School-Based Learning Component

* STW opportunities must be designed for "all students"



- Career Guidance & Counseling (beginning no later than 7th grade
  - selection of a career major (no later than the 11th grade)
  - options for careers not traditional for their race, gender, or disability
- Integration of Academic and Vocational Education
  - sequence of courses leading to postsecondary education apprenticeship industry-based training
  - all aspects of an industry

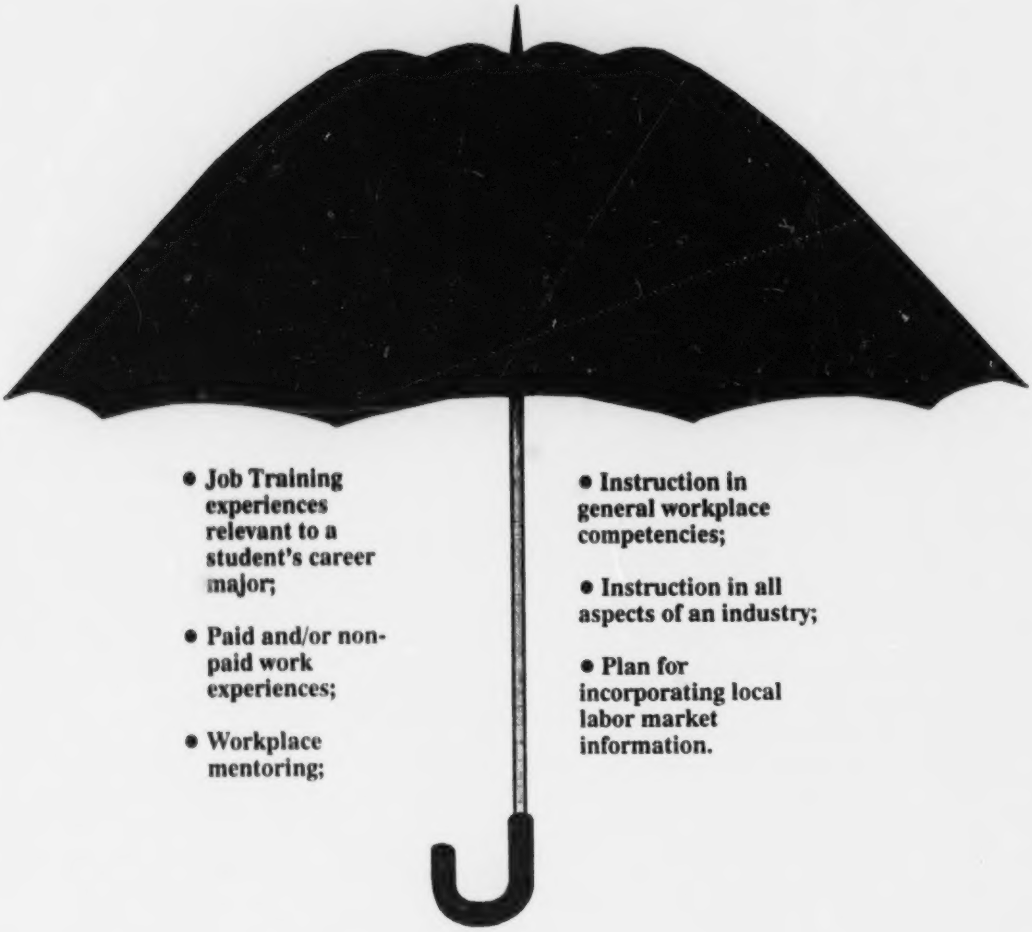
- **Program of study leading to higher standards, including:**
  - **a high school diploma**
  - **a skill certificate**
- **Periodic review of students'**
  - **strengths & weaknesses**
  - **alternative learning strategies**

* Equal access by "all students" to programs/opportunities including recruitment, enrollment, and placement activities that will enable young women, low achievers, disadvantaged students, migrants, limited English proficient, physically challenged students, dropouts, students of diverse racial, ethnic, and cultural backgrounds, academically talented to particpate fully.

School-to-Work

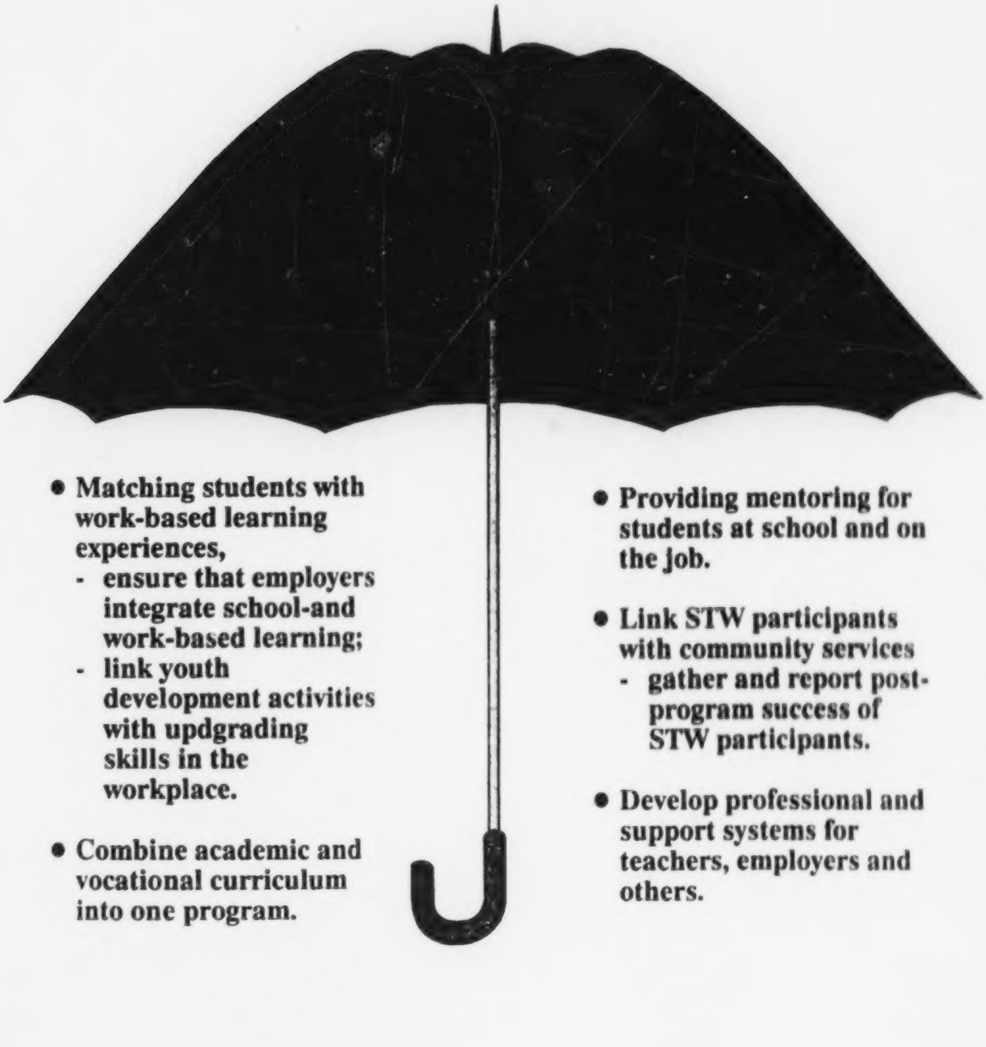
Work-Based Learning

Component



- Job Training experiences relevant to a student's career major;
- Paid and/or non-paid work experiences;
- Workplace mentoring;
- Instruction in general workplace competencies;
- Instruction in all aspects of an industry;
- Plan for incorporating local labor market information.

School-to-Work
Connecting Activities
Component



- Matching students with work-based learning experiences,
  - ensure that employers integrate school-and work-based learning;
  - link youth development activities with updgrading skills in the workplace.
- Combine academic and vocational curriculum into one program.

- Providing mentoring for students at school and on the job.
- Link STW participants with community services
  - gather and report post-program success of STW participants.
- Develop professional and support systems for teachers, employers and others.

UTILIZATION OF THE COPP IN THE TECHNICAL COMMUNITY COLLEGE

Dr. Marc Doss
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Ozarks Technical Community College
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LINKING THE CAREER ORIENTATION AND PLANNING PROFILE (COPP) TO TECH PREP AND VOCATIONAL EDUCATION

by
Dr. Marc Doss, Director of Special Programs
Ozarks Technical Community College, Missouri

Wide spread use of the Career Orientation and Planning Profile (COPP) materials in our Tech Prep operation in southern Missouri has been an evolving process during the last three years. A majority of this evolving has been in the area of preparing the local school guidance personnel and school organizations to accept the concept that students can make sound career decisions if they are given the right tools to make these decisions. This paper will describe how our Tech Prep consortium uses the COPP materials to deliver these self-analysis tools to approximately 6,000 students with a network of local school personnel that are organized and trained to implement the COPP career portfolio system.

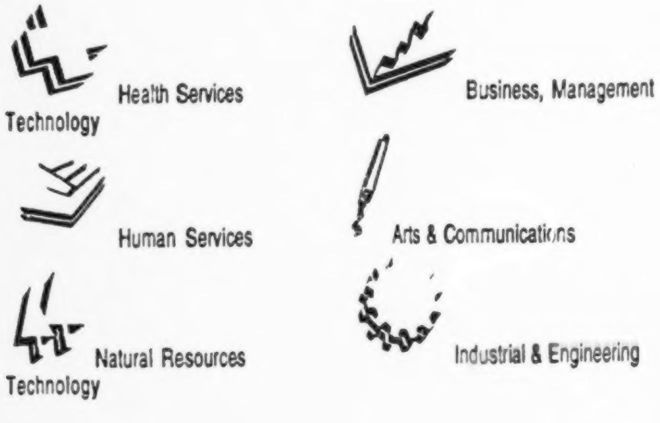
Over the past six years, the Tech Prep initiative has created many new and exciting opportunities for high school students and adults pursuing technical careers. The primary focus of this federal-funded program is to connect secondary high school academic and vocational training programs to two-year college level programs. Most states have chosen to organize their Tech Prep efforts into consortia centered around a two-year community or technical college. This organization format allows for each consortium to make variations based on their local needs and cost effective measures, such as staff training seminars, instructional material purchasing, and supplying career education materials relevant to local employment trends. The Ozarks Tech Prep Consortium, housed at Ozarks Technical Community College in Springfield, Missouri, consists of six area vocational-technical schools and 63 comprehensive high schools in south central Missouri.

A desired outcome of Tech Prep is to increase the number of students in the middle two quartiles that traditionally have made up the general education track to advance their level of training beyond high school, preferably in a high demand-high wage occupational area. A number of strategies have been employed to reach this outcome, among those are improved tools for career development planning aimed at using a middle school student's perceived area of career interest to determine a preliminary high school program of study. The process of moving students out of the general track and into areas of training based on the individual's area of interest is a difficult task to accomplish without a sound plan and key resources to back it up.

Our consortium has embraced the concept of career pathways as the master plan to organize the various student interest areas into specific clusters of occupational areas with associated training programs at the college and high school levels. A pathway system combines the breadth to cover most occupational areas found in southern Missouri with the necessary focus to integrate complex departmental and program structures found at the college and high school levels. A model, developed in the state of Oregon in the 1980's, has been used in Missouri to: 1) provide a framework to align related curriculum offerings between the high school and college levels; 2) address high demand occupational areas in Missouri; 3) develop better articulation opportunities between high school vocational courses and college technical programs; and 4) serve as a basis to standardize career guidance materials and activities used on a statewide level.

The Oregon career pathway system uses six broad clusters of occupational areas to organize the broad array of possible careers students may explore. Figure 1 shows the six career pathways and graphic icon for each associated pathway. This career pathway system does not segregate college bound and non-college bound students based on the premise that there is no specialized university path. Students can choose a path based on their individual interest and aptitudes. Students of all ability levels can enroll in specialty pathway courses that are targeted on building specific vocabulary and foundation skills necessary to later success in their chosen pathway.

Figure 1- The Career Pathways



This process of preparing students to select a career pathway must start at the junior high/middle school level with a strong career awareness and self-analysis activity course. The Career Orientation and Planning Profile package developed for use in grades 7-9 is the centerpiece of this middle school process. The COPP Student Career Planning Guidebook provides the local counselor with a comprehensive resource to lead students with a step-by-step set of directions for students to follow in completing the COPP materials. This guidebook also allows school counselors to use classroom instructors to implement specific parts of the COPP system while overseeing the several classes of students at one time. This guidebook can be used as an assignment to be done at home with involvement of the parents. This aspect can increase the amount of parental participation in the career selection process.

The COPP student survey booklet provides a useful guidance tool in determining student interest areas with the listings of in-school and out-of-school experiences. These listings offer an outstanding method of gathering a comprehensive core of interest oriented data to use in self analysis procedures. The Occupational Proficiency and Technical Skills portion of the survey offers a quick comparison of the student's perceived personality characteristics with the characteristics of their parent's occupation. This immediate feedback tool is helpful in creating student discussion on the importance of linking their personality characteristics with occupations in their interest area.

The Tech Prep consortium has assisted the process of implementing the carer pathway system and use of the COPP materials by providing a variety of support services to help local school guidance staff, among those services are:

- a series of middle school classroom career oriented activities based on the six career pathways;
- provide COPP training seminars to guidance staff;
- provide matching funds to local school districts for purchasing COPP materials;
- provide guest speakers to local schools conducting Career Fair activities.

Other aspects of the COPP materials help our local school counselors in meeting career guidance requirements of the Missouri School Improvement Program (M-SIP). The "My Career Portfolio" cover folder provides a well organized format to document career guidance activity results for each student. These folders serve as a carrier of valuable career oriented information from the middle school level to the high school. High school counselors can quickly access important data on each student entering ninth grade regarding class selection priorities.

Another tool in the COPP package is the Information File For Parents. This file provides each parent with a place at home to store school-related information, such as grade reports, student progress reports, parent conference notes, student class schedule, immunization records, etc. This file is helpful in compiling information that may be used by parents and students to develop a four-year high school program of study. From my experience in teaching eighth grade students, most parents want any available assistance in helping to prepare a sound high school schedule. Some parents find this task of sorting through dozens of course descriptions in a high school course catalog an overwhelming adventure that they are ill-equipped to handle. Our consortium has prepared a series of four-year high school program of study samples that we provide to each school for their use. These schedules were developed by a committee of technical and academic teachers from the high school and college levels and a group of employers from each program area. Figure 2 is the sample program of study for the Electronics program in the Industrial and Engineering Career Cluster.

The COPP package designed for use in grades 9-12 has been implemented by over 40 schools in our consortium. Most of these schools have administered the COPP student survey at the tenth grade level to assist students in selecting an eleventh grade vocational training option available at one of the six area vocational technical schools in our consortium. The information drawn from the survey is instrumental in this selection of one of as many as twenty-three training program options. Students, parents, and guidance counselors can use the interest and experience-based data of the survey to find a suitable match for students pursuing technical training. Based on the cost of providing technical training to each student which is between $1,200-$1,400 per year with limited number of training positions available, finding the proper match of each student is critical to the results of the career guidance system. Any improvement caused by using the COPP system, in the percentage of students that are properly placed into a program and complete the program, would easily pay for the costs required to implement the COPP system. From the financial standpoint, school administrators have been most willing to set aside adequate class time to implement the COPP system in exchange for improved student placement rates.

Our method of training school guidance personnel has been largely done through the Area Vocational-Technical

Figure 2

INDUSTRIAL AND ENGINEERING TECHNOLOGY
ELECTRONICS TECHNOLOGY PATHWAYS

Grade 9

COURSE TITLE	CREDIT
English 9	1
Algebra I or Applied Math I	1
Physical Science	1
American History	1
Phys. Educ.- Health	1
Intro. to Technology	1

Grade 10

COURSE TITLE	CREDIT
English 10	1
Geometry or Applied Math II	1
World Studies	1
Phys. Educ./ Elective	1
Computer Applications	1
Fine Arts elective	1

Grade 11

COURSE TITLE	CREDIT
English 11	1
Algebra II or App. Geometry	1
Principles of Technology I	1
Electronics Technology I	3

Grade 12

COURSE TITLE	CREDIT
English 12	1
Social Studies elective	1
Principles of Technology II	1
Electronics Technology II	3

Recommended Electives for «School» High School students:
Advanced Computer Application- Grade 11 or 12
Trigonometry

OTC Associate Degree Programs for Grades 13 and 14: (see OTC catalog)
Electronics Technology AAS Degree- two year program
Advanced Electronics Option
Computer Systems Option
Electronics Technology Certificate- one year program

Related Community College Programs:
Manufacturing Technology- Drafting & Design option
Manufacturing Technology- Machine Tooling
Automotive Technology

Schools (AVTS). The college consortium office in cooperation with the state vocational guidance director, Mr. Marion Starr, have conducted COPP workshops at the AVTS sites each year to continuously reinforce the "best practices" of the COPP system. These workshops have been well attended and very helpful in developing a strong network of local COPP users. The involvement of the AVTS vocational counselors in these workshops have allowed for each AVTS to showcase their training program options to visiting high school counselors. This process has helped each AVTS promote their programs within the consortium to improve student placement opportunities.

One of the AVTS sites has taken the next step in working with local high school counselors in the placement process by providing a detailed analysis of the Mathematics and Language Arts skill levels recommended for each technical training program. Figure 3 is the Integrated Math Skills Matrix for the training programs in the Industrial and Engineering Technology Career Pathway. The math skills list shown in Figure 3 is a collection of the key test indicators from the tenth grade level math component of the Missouri Mastery Achievement Test, the standardized academic testing instrument used in Missouri. This tool in conjunction with the COPP survey can provide a counselor and potential student with the interest-based and academic content information necessary for accurate placements.

The ability of our consortium to purchase COPP materials in bulk amounts and distribute the materials in a timely manner to each AVTS site has been a big saving to the local schools in regard to time and expense. As many as 25 of the smaller high schools in our consortium have very little money budgeted each year for career guidance materials. Consequently, much of the responsibility of providing these materials falls back to the area vocational-technical schools and the college. The consortium organization has worked well in our situation to provide the necessary training and materials to successfully implement the COPP system. This method can easily be duplicated by many other Tech Prep consortia across the United States as a way of providing consistent career guidance programming at a minimum of cost per pupil.

Figure 3

INDUSTRIAL AND ENGINEERING TECHNOLOGY

INTEGRATED MATH SKILLS MATRIX

LEGEND

Extent of application to high school program content

None
◡ Minimal
● Moderate
● Extensive

	Understanding Numbers					
	Communicate and interpret numbers	Compare positive rational numbers	Compute a numerical sequence	Use Mathematical Relationships to simplify expressions	Graph points representing positive rational numbers on a number line	Apply number theory concepts
Auto Collision	●	◡	●	◡	◡	◡
Automotive Technology	●	◡	●	●	◡	◡
Carpentry & Cabinetmaking	●	●	◡	●	◡	◡
Diesel Technology	●	◡	◡	●	◡	◡
Electrical Trades	●	●	◡	●	◡	●
Electronics	●	●	●	●	●	●
Refrigeration & Air Conditioning	●	●	●	●	◡	●
Machine Shop	●	●	◡	●	◡	◡
Drafting	●	●	◡	●	●	◡
Welding	●	●	◡	●	●	◡

	Computation							
	Use fractional/decimal and percent equivalents	Compute using scientific notation	Compute sum/difference/product or quotient of integers	Solve linear equations	Compute the sum/difference product or quotient of fractions	Use operations in the correct order	Solve formulas for a given variable	Compute solutions of problems involving percents
Auto Collision	◡	◡	●	◡	●	◡	◡	◡
Automotive Technology	●	◡	●	◡	●	●	◡	◡
Carpentry & Cabinetmaking	●	◡	●	●	●	●	●	◡
Diesel Technology	●	◡	●	◡	●	●	◡	◡
Electrical Trades	●	●	●	●	●	●	●	◡
Electronics	◡	●	●	●	◡	●	●	●
Refrigeration & Air Conditioning	●	●	●	●	●	●	●	●
Machine Shop	●	●	●	●	●	●	●	◡
Drafting	●	◡	●	●	●	●	◡	◡
Welding	●	◡	●	●	●	●	◡	◡

	Estimation				
	Estimate solutions for various computation problems	Judge reasonableness of solutions	Solve consumer problems	Utilizing estimation	Estimate measurement
Auto Collision	●	●	◡	◡	◡
Automotive Technology	●	●	◡	●	●
Carpentry & Cabinetmaking	●	●	◡	●	●
Diesel Technology	◡	●	◡	◡	◡
Electrical Trades	◡	◡	◡	●	●
Electronics	◡	●	◡	●	●
Refrigeration & Air Conditioning	●	●	●	●	●
Machine Shop	●	◡	◡	●	●
Drafting	●	◡	◡	●	●
Welding	●	●	◡	●	●

	Measurement					
	Choose an appropriate unit of measure and the corresponding tool	Solve problems using the application of the Pythagorean Theorem	Calculate areas and perimeters	Reduce and convert units of measure	Investigate the relationships among circumference, arc and diameter of a circle solve problems involving measurement	Solve problems involving measurement
Auto Collision	●	◡	◡	◡	◡	●
Automotive Technology	●	◡	◡	●	◡	●
Carpentry & Cabinetmaking	●	●	●	●	●	●
Diesel Technology	●	◡	◡	●	◡	●
Electrical Trades	●	●	◡	●	◡	●
Electronics	●	●	◡	●	◡	●
Refrigeration & Air Conditioning	●	●	●	●	●	●
Machine Shop	●	●	●	●	●	●
Drafting	●	●	●	●	●	●
Welding	◡	●	●	●	◡	●

	Geometry					
	Recognize properties and relationships of lines and angles	Classify polygons	Graph equations	Solve problems using measures of inclination	Visualize, draw and construct geometric figures	Solve problems using the concepts of symmetry, similarity and congruence
Auto Collision	◡	◡	◡	◡	◡	◡
Automotive Technology	◡	◡	◡	◡	◡	◡
Carpentry & Cabinetmaking	●	●	◡	●	●	●
Diesel Technology	◡	◡	◡	◡	◡	◡
Electrical Trades	●	◡	●	◡	◡	◡
Electronics	●	◡	●	◡	◡	◡
Refrigeration & Air Conditioning	◡	◡	●	◡	●	◡
Machine Shop	●	●	◡	●	●	●
Drafting	●	●	◡	●	●	●
Welding	●	◡	◡	◡	●	◡

	Graphing & Statistics				
	Systematically collect, organize classify data	Construct, read and interpret displays of data	Calculate and interpret the probability of an event	Formulate and solve problems that involve collecting and analyzing data	Identify limitations of an inference drawn from statistical data
Auto Collision	◡	◡	◡	●	◡
Automotive Technology	◡	●	◡	◡	◡
Carpentry & Cabinetmaking	●	●	◡	●	◡
Diesel Technology	◡	●	◡	●	◡
Electrical Trades	●	●	●	●	◡
Electronics	●	●	◡	◡	◡
Refrigeration & Air Conditioning	●	●	◡	●	◡
Machine Shop	●	●	◡	●	◡
Drafting	●	●	◡	●	◡
Welding	◡	●	◡	●	◡

	Problem Solving			
	State logical conclusions from given conditions	Translate word phrases/sentences into algebraic expressions and equations	Identify impediments to solving a given problem	Follow a series of instructions in a sequential order
Auto Collision	●	◡	●	●
Automotive Technology	●	◡	●	●
Carpentry & Cabinetmaking	●	●	●	●
Diesel Technology	●	◡	●	●
Electrical Trades	●	●	●	●
Electronics	●	●	●	●
Refrigeration & Air Conditioning	●	◡	●	●
Machine Shop	●	●	●	●
Drafting	◡	◡	●	●
Welding	●	●	●	●

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CHAMBER OF COMMERCE UTILIZES THE COPP

Ms. Linda Todd-Dittmar
Director, School-to-Work Program
Scottsbluff/Gering United Chamber of Commerce
Scottsbluff, Nebraska

UTILIZATION OF THE COPP IN THE PANHANDLE OF NEBRASKA: A COMMUNITY-WIDE APPROACH

By

Ms. Linda Todd-Dittmar, Director School-to-Work Program
Scottsbluff/Gering United Chamber of Commerce, Nebraska

Bridging the gap between the world of school and the world of work has been a major project for the Scottsbluff/Gering United Chamber of Commerce for several years. The Chamber of Commerce has a vested interest in the future workforce as representatives of any new business and industry come into the area. Our Chamber has seen tremendous growth in new businesses in the Scottsbluff/Gering area over the past eight years. The Chamber had less than 300 members 10 years ago, but it has grown to over 600 members as of this date. They do not want to see new businesses have difficulty finding capable employees who are highly trained. The demographics of the region, therefore, come into play.

The Panhandle of Nebraska is a vast, sparsely populated area with communities ranging from less than 100 to 14,000 people. This area borders Wyoming, Colorado, and South Dakota. There are 42,300 residents and 27% of those are between ages 5 and 21. Approximately 26 percent are of Mexican American, Asian, American Indian, or African American descent. We also have a large migrant population in the summer months due to our need for farm laborers to hoe the sugar beet and bean crops. Agribusiness is the largest business in the Panhandle with health care providers and tourism coming in next. As we are on the Oregon Trail and just 150 miles to the south of the Black Hills and 200 miles north of the Colorado Rockies, we have a constant flow of tourists. Twenty-eight percent of the households in the Panhandle speak Spanish at home. Over one-third of the total households are at or below the poverty level. Therefore, business and industry executives have several concerns.

When the School-to-Work program began, it was a cooperative project between Western Nebraska Community College and the Scottsbluff/Gering United Chamber of Commerce. These two entities formed the Sugar Valley Careers Coalition whose membership consists of 61% business and industry employers and the remainder educators. Their mission is to create a system that integrates both educational and employment opportunities, subsequently facilitating a seamless transition from the classroom to the workplace for **ALL** students. Businesses were surveyed with employers indicating their workers needed literacy skills (basic reading, writing, speaking, and math skills), social skills, and career planning skills. Over one-third of businesses indicated that a specific machine, computer, or large equipment skill was required. Over one-third also indicated a need for a job skills assessment. Many indicated that 44% of the positions at their companies required an A.A. degree, 28% a B.A./B.S. degree, and 14% graduate degrees. At a time when employers are demanding high performance in the American workforce, "more than half of our young people leave school without the knowledge or foundation required to find and hold a job" (U.S. Dept. of Labor, 1991 report). These findings underscore the need for and provide the foundation for the proposed activities of the Sugar Valley Careers Coalition.

Through participation in various school-based, work-based, and connecting activities, every student in grades K-14 will learn to:

- communicate effectively
- think critically and efficiently solve problems
- learn, practice, and model ethical work habits
- develop and maintain a sense of personal and professional health
- become a responsible, productive citizen who contributes to the livelihood of self, family, and community

This student-centered approach assures a systematic and progressive approach to career education.

Students will participate in an integrated career curriculum which will be written by educators and business professionals. To ensure that students become responsible, productive citizens, we cannot start career education in the 10th grade. Occupational tryouts will begin at the third grade level with job shadowing and progress. By the end of the ninth grade, students will choose a career cluster. Testing will include the COPP, career interest and talent inventories, and the Nebraska Career Information System. The tenth grade students will be provided science and math enrichment opportunities. By the 11th grade, these students will have a good idea of their career major and will be placed with a business mentor in the work world for a non-paid occupational tryout. Our seniors will be given paid occupational tryouts. Those who have opted for the Tech Prep course guidelines will be placed in their specific areas. The COPP is the most reliable and valid test in order for us to get a good measure of the career education maturity of these students.

Career guidance, at its best, provide a person with a guided practice in self-evaluation. The COPP provides a "process that enables students to validate their knowledge about specific occupations and to compare their personality tendencies and technical skills to those who have been judged as important for a particular field" (M. Starr, National Consortium of State Career Guidance Supervisors). This is the most important factor in the Chamber of Commerce using the COPP. If, by the ninth grade, our students need to focus on a career cluster and choose a career major by the 11th grade, then a guided process is the best method. Counselors at each of the eight high schools in our tri-county region will be given training in the COPP. All ninth grade students will be given the COPP after an eight-week career education class is integrated into their social studies courses. Following the interpretation of the results, the students will choose one of their top three choices to have an occupational experience. This is where the Chamber will come in with their database of over 650 businesses who are certified as Career Training Partners. These partners have trained mentors on the job site who will work with the students on specific goals, based on the COPP scoring system (see Table 1 adapted from Vancouver School District No. 37, Vancouver, Washington).

Table 1:

Individualized Mentorship Plan

COPP DIFFERENCE SCORE	STUDENT	WORK SITE MENTOR
20 +	Goals unfocused Seeking career ideas Willing to work, but undisciplined	Understanding mentor Low level expectations Close supervision
11-20	Motivated toward general goals Exploring career options Has some skills and able to work with moderate supervision	Flexible mentors with varied skills Mentor willing to allow exploration Moderate expectations with less supervision, mistakes expected
0-10	Highly motivated, focused goals On career track, knows what is needed Mature, works well independently	Highly skilled mentor with patience Supplemental training available Workplace willing to let student work independently part of the time

(Adapted from: Successful Strategies: Building a School-To-Careers System, p. 243)

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Once students have decided the occupational experience which would be appropriate, the School-to-Work Director will work with the Chamber of Commerce in Scottsbluff/Gering as well as the Chambers in the outlying communities to find an appropriate business mentor. The Rotary International organization has provided us with business mentors for those students particularly interested in going into business management. The **BRIDGES** program, a component of School-to-Work aimed at introducing Hispanic students to business occupations, will be aided in business career decision making by Rotary Mentors. Business mentors will be paired with students on an individual basis in order to optimize the student's experience and particular goals. Based on the Self Analysis Index score and the Job Analysis Index score of the COPP, the student and counselor will work out a plan.

While on the job, it is important that Chamber members are not required to fill out too much paperwork for the students they are mentoring. Therefore, a simple form will be compiled whereby the students will be rated on the following performance-based dimensions:

- cooperation/team effectiveness;
- dependability;
- flexibility/adaptability;
- independence;
- initiative/interest/motivation;
- interpersonal communication;
- job/technical knowledge;
- management support; and
- planning/productivity/time management

After ratings have been received by the School-to-Work Director and the guidance counselors, personal evaluations will be scheduled with each student. If a student had pharmacology in mind and wanted a different occupational experience, the student would then be paired with another Chamber mentor. At each step of the process, the entire community involvement is imperative.

Parents and guardians are of primary importance in assuring success. Parent meetings will be held in early October 1996 at all eight high schools. The parent information forms of the COPP which have been translated into Spanish will be handed out and an information session held. A translator will be available for all Spanish-speaking parents and all questions will be answered. The COPP portfolio system will be used in all our schools from the K-14 grade levels. These will be explained to parents and they can have a chance to examine them. Teachers and counselors will be on hand to address any concerns. We will then have a follow-up parent information meeting after the testing results are back in early December 1996 (See Table 2, for work-based learning sequence with the COPP).

Table 2:

WORK-BASED LEARNING CONTINUUM AND THE COPP
Sugar Valley Careers Coalition

K-5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Drop-outs
Career Awareness	*Career Awareness and Exploration*	*Career Exploration (Career Cluster)*	*Career Exploration (narrowed focus)*	*Career Exploration (More Narrow)*	*Career Participation*	*Career Development*	*Career Educ.*
✓Speakers ✓Field Trips ✓Shadowing ✓Field Trips ✓Group Tours	✓Speakers ✓Tours ✓Shadowing ✓School-based enterprise	✓Select Career Cluster ✓Speakers ✓Tours ✓SBE ✓COPP ✓Parent Meetings	✓*In-depth Job Shadowing* ✓*SBE* ✓*Science & Math Enrichment*	✓*Internships* ✓*Youth Apprentice* ✓*Externships* ✓*Nonpaid experience* ✓*Select Career Major*	✓*Coop* ✓*Youth Apprentice* ✓*Paid Work Experience* ✓*Externships* ✓*Planning for technical school/college*	✓*Coop* ✓*Apprentice* ✓*Externships* ✓*Internships* ✓*Adult COPP*	✓*GED* ✓*Diploma* ✓*Adult COPP* ✓*Paid Jobs*

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Once a student has completed each step of this career guidance process and a portfolio is completed at the 12th grade level, they will receive a Career Skills Certificate. Other culminating activities of their career education will be a Career Fair at Western Nebraska Community College in the spring and COPP Portfolio Fairs at the local high schools, where students will display their portfolios along with research papers they have written on their proposed career choices. A follow-up process for students who will be going on to further their training at Western Nebraska Community College, Chadron State College, or the University of Nebraska will be implemented to determine success in the participants' first career choice.

Because the 385 COPP Job Titles are matched with the appropriate D.O.T. codes, it will be particularly easy to match students to their business mentors. The database at the Scottsbluff/Gering United Chamber of Commerce of Career Training Partners is based on the D.O.T. codes as well. The job titles have been validated by the National Consortium of State Career Guidance Supervisors which was of interest to our business mentors. One of the goals of the Sugar Valley Careers Coalition is to attempt to provide students with knowledge about occupations in our community. Too often, students go on to college and never come back to our community, causing a "brain drain" from the Panhandle. If students have access to the Internet and all information on careers, they will have the opportunity to research jobs based on their Self Analysis and Job Analysis from the COPP. There will be other ways in which the COPP will be used by the United Chamber of Commerce.

Since the School-to-Work office has been housed in the Scottsbluff/Gering United Chamber of Commerce, students have stopped in to ask about career guidance and occupational tryouts. Initially, the School-to-Work Director has an interview with the student (ages usually between 15 and 21). We attempt to find out what they are considering in the way of careers and what occupations they have tried in the past. We then give them the COPP in the Chamber Board Room. They are given a copy of the peer evaluation to take with them to fill out. Once this evaluation is returned, the test is sent in to be machine scored. When the results are returned, the individual is called to come in for the interpretation. It is at this point that the participant is placed with a business mentor. Thus far this summer, we have placed seven individuals with Career Training Partner mentors in the community. Weekly time sheets are filled out at these business sites and sent to the Director. It is necessary at times for the CEO of the Chamber and/or the Director of the School-to-Work program to go out to the job sites and see the individuals actually working. We want to assure that the individuals are having a relevant job experience at the work site. If a student's goal is a job in international business and I place him in agribusiness, the Chamber does not want that student putting together sprinkler components. The School-to-Work Director visits work sites to ensure students are engaging in tasks fitting to their objectives.

The School-to-Work Director needs to become a champion of the COPP and know its advantages over other contrived tests. They also need to be an advocate for work-based and transition programs. The Director needs to establish an open climate which nurtures positive changes in the educational and work settings. The Director provides for creativity and experimentation using the COPP as the basis for changing the process of career guidance as a process. The Director provides leadership and support for professional development by providing in-service in curriculum integration to faculty in the area schools.

As far as business is concerned, the Director initiates and develops partnerships with business, industry, government, and labor. Relationships with technical schools and colleges need to be developed further with formal articulation agreements with institutions. An environment which encourages educational practitioners to perform at their most effective level needs to be fostered by the Scottsbluff/Gering United Chamber of Commerce (NCRVE, 1996). The CEO of the Chamber plays a pivotal role in networking with the business community and encouraging involvement by all members of the community.

As a catalyst for change, the School-to-Work use of the COPP will be instrumental in implementing school-based, work-based, and connecting activities of career education to ensure that **ALL** students have access to the most accurate career information available. The COPP allows the Chamber to have confidence that students are being guided in a systematic way on a continuum of a career curriculum. Career education is not a one-time workshop--it is a process that needs to be fostered through all of a student's school years. We know the COPP is giving us accurate and valid data about our students. It is up to the Chamber to use this data to plan further activities in the next future to ensure success by **ALL** students.

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UTILIZING THE COPP TO LEARN CAREER PLANNING SKILLS

Ms. Carol A. Brook
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EFFECTIVE USE OF THE CAREER ORIENTATION AND PLANNING PROFILE (COPP) IN A CAREER GUIDANCE PROGRAM

by
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Inter-Lakes Junior-Senior High School, New Hampshire

HISTORICAL PERSPECTIVE AND BACKGROUND

In 1988 Inter-Lakes Jr.-Sr. High School (see Appendix A, Demographic Profile) adopted a new way of delivering guidance services to its students. We have implemented what is now called the **New Hampshire Comprehensive Guidance and Counseling Program.** This developmental model assumes that **all** students need to be taught the knowledge, skills, and competencies required to fulfill their varied life roles in the areas of personal and social development, educational development, and career development.

Let me place the use of the Career Orientation and Planning Profile within the context of the career development component and the **Comprehensive Guidance and Counseling Program** at Inter-Lakes Jr.-Sr. High School. For each component, we have identified, at all grade levels, Pre-K through twelve, developmentally appropriate competencies needed by our students. One of our major goals within the career development component of our guidance program is to teach the career planning process. It is within this framework that we select appropriate assessment tools and other guidance curriculum activities to help achieve this goal.

It was in 1992 that our school in New Hampshire, along with students in seven other states, was invited to field-test an English translation of the Fukuyama Profile now referred to as the Career Orientation and Planning Profile (COPP). One of its purposes is to teach the career planning process. Since that time, the COPP has undergone a number of revisions to accommodate students in our schools. Again, in 1994, Inter-Lakes Jr.-Sr. High School was asked to participate in the field-testing of the current version of the COPP. In New Hampshire, this administration of the profile was used statewide as a means of providing baseline data to identify the degree to which competencies addressed in the **New Hampshire Comprehensive Guidance and Counseling Program (NHCG&CP)** were being attained by our students. We selected the COPP for its ability to measure approximately seventy percent of the 484 guidance competencies listed in the NHCG&CP manual.

In both instances, the first administration in 1991 and the second in 1994, we shared the results with students assessed in grades eight and ten. At Inter-Lakes High School the data has become a part of these students' career portfolios. We have also used the analysis of the results of the COPP Grade Composite to do further program development. This is discussed later in the paper.

CHARACTERISTICS OF THE COPP AND THE USE OF OUR RESULTS

The COPP has been described in much of the literature as a useful tool for teaching occupational orientation and the career planning process to students in the junior and senior high school years. Several unique features make the COPP a valid choice for us.

First, it offers a blueprint for teaching the career planning process. Since self-knowledge is an important component in career planning, including self analysis, validation measures encourage dialogue with significant others. Another characteristic, the high priority given to occupational tryouts -- a foremost COPP feature -- measures past experiences, both in-school and out-of-school and the degree of satisfaction attained in these occupational tryouts. The interpretation of the results of Occupational Tryouts is the focus of this paper.

In our school, the results of the COPP for eighth and tenth grade students are shared during each student's individual planning conference. At this time students and counselors review assessment results, update educational and career goals, and reflect on what direction to take next. Parents, especially those of eighth grade students, are invited to sit in on these individual planning conferences.

INTERPRETATION OF THE COPP PROFILE: IN-SCHOOL EXPERIENCES

After analyzing the results of the student profile, it quickly became evident that most students had few in-school job-tryout experiences to draw upon. This held true for both grade eight and grade ten student populations. Surprisingly, the Difference Score for students in grade eight was much lower than for our students in grade ten. While grade eight students scored 8.5, students in grade ten had a Difference Score of 16.4. Since a lower Difference Score on the COPP indicates greater congruence in one's ability to choose occupations which are more suitable, it seems that overall our students in grade eight had a much better understanding of themselves and had a clearer picture of suitable occupations.

We infer that this difference between grades eight and ten results from our grade eight students experiencing a more consistent program of career planning activities from grades five through eight as part of our district's **Comprehensive Guidance and Counseling Program.**

Grade ten students assessed in our sample have reached senior status as the class of 1996 and grade eight students are currently our grade ten students. It is our intention to study more closely the career decisions of the graduating class. At the end of the senior year, we hold exit interviews with our seniors and ask them to complete a future plans survey.

For the purposes of this review and analysis, we will describe what we did with the information gleaned from COPP Profile - Grade Composite, in the Occupational Tryout scores.

Since the Occupational Tryout scores were among the lowest in the profile, the question remained, how can we provide authentic in-school work experiences to our students given the structure of educational programs in grades seven through grade twelve. It became evident that we needed to formalize experiences in the school to the degree that students would be able to have relevant job experiences within the school day. Currently, our students in grades seven through twelve take elective courses, some of which have been classified as vocational courses.

We will later treat the way we have developed out-of-school work experiences. First, let's look at in-school work experiences.

IN-SCHOOL WORK EXPERIENCES - STRUCTURE AND CONTENT

For many years we have had in place in our school building a successful peer tutoring program. Students help students, tutoring them in academic areas. Older high school students provide this service for junior high students and have also assisted elementary school students in this way.

The program works like this: When counselors work with students on the development of their individual educational goals and career plans, discussion inevitably takes place surrounding use of their so-called "free-time". Students interested in working with children, whether in an educational setting or otherwise, can ask for a peer tutoring assignment. A conversation with a supervising teacher and the guidance counselor is necessary before this assignment can be finalized. In the past this assignment and placement was somewhat informal.

In order to turn this valuable experience into relevant and meaningful job tryouts, both for the student delivering the service and the student receiving the assistance, a more formal process has been put in place.

The first step was to write job descriptions for each type of job experience available and publish these in our **Courses of Studies** booklet. The second step was to develop an **In-School Work Experience Application** as well as **Work Experience Descriptions** and a **Progress Report.** (See Appendix B and attached examples).

One of the key elements of the application form is the identification of skills students possess which they can bring to the new experience. Another value of formalizing the steps in acquiring an in-school work experience is the opportunity for conversations among student, supervisor, parent, and counselor. Students get to practice some important job seeking skills such as filling out applications, arranging for an interview with the prospective supervisor, and explicitly identifying the skills that qualify them for the job. We were motivated to create this simulation of job seeking and job tryout by information gleaned from the COPP Student Profile.

Let me cite a few quotes from students on some of the interests, skills, and abilities they felt qualified them for specific jobs. The first is from an applicant for Student Athletic Director who said, "I'm interested in learning how the athletic department operates. I hope to learn basically what skills the job demands and how to use these skills correctly." Another in-school role is that of Student Tutor. One applicant for the position said that she wanted to serve in this way, "...because I feel that I have skills that can be shared with kids and that I can help them. I have always been good at Math and I feel I could help the students." Lastly, an applicant for the job of Student Technical Assistant said, "I live to work with computers. I'd like to work with the tech coordinator and get more experience." (See Appendix B, Work Experience Descriptions for the details of these and other in-school jobs.)

BENEFITS AND ADVANTAGES OF USING THE RESULTS OF THE COPP

In addition to directly creating In-School Work Experiences for our students we have worked hard to identify relevant Out-Of-School Work Experiences. Traditionally there are many more job experiences available outside the school than within the school setting. Generally these are paid work experiences, especially for students sixteen years of age and older. Access to relevant job experiences or "tryouts", at least in our setting, has been limited. That situation is about to change.

Through the **School-To-Work Initiative** in the State of New Hampshire we have new opportunities to provide students with relevant work experiences based on the needs of both the current and future workforce. These experiences include both paid and unpaid work opportunities or "job tryouts." They include but are not limited to job shadowing, internships, apprenticeships, and mentoring relationships with partners from business and industry. Activities like these formally link the school to the workplace. Learning becomes relevant when it is informed by real world demands. Through career planning activities and individual planning conferences, students have the opportunity to explore work environments and learn how their education relates to the real world and the marketplace.

THE USE OF THE COPP AND TEACHER INVOLVEMENT

Another way we have effectively used the Career Orientation and Planning Profile is to engage teachers and counselors in working together on the career development component of our guidance program. By its structure, the COPP lends itself to use within the classroom setting. Additionally, the COPP is best utilized when its administration and results have been integrated into the curriculum. The knowledge, skills, and competencies which comprise the COPP -- self-awareness, information about educational and occupational opportunities, the world of work, and the ability to choose ones occupation appropriately -- provide a unique opportunity to integrate career guidance competencies within the school curriculum.

The COPP is also used as a means of authentic assessment of our students' knowledge, skills, and competencies in the area of educational, career planning, and workplace skills. Our school district has begun the process of completely restructuring its school system, with a major effort to implement an integrated curriculum, K-12. Other significant changes which are impacting on our schools and programs is the **School-To-Work Initiative**. In these settings, the use of the COPP becomes even more significant for program planning and evaluation.

CAREER GUIDANCE AND THE INTEGRATION OF CURRICULUM

Currently our school district has a plan in place for the development of an integrated and applied curriculum, K-12. In addition, the workplace "know-how" skills identified in the **SCANS (The Secretary's Commission on Achieving Necessary Skills)** report will also be included. These workplace skills and the competencies identified in our **Comprehensive Career Guidance Curriculum** have been specified in our plan as we work with teachers district wide at all grade levels. According to one definition, an "integrated curriculum is designed so that related concepts, content, and skills, or processes from several subject areas are organized and presented to make relationships explicit to students and to reinforce learning. An applied curriculum is based on authentic problems and tasks from life situations, especially the workplace." **(AIT--School Implementation Resource, 1995)**

With this major shift in the way we will educate our students, we have the opportunity as counselors to work closely with teachers in all subject areas on the integration of career guidance competencies and workplace skills. The use of the Career Orientation and Planning Profile within this context becomes even more appropriate as a tool to teach and assess students' career planning skills. By its very design, the COPP lends itself to the ideas of teaming and collaboration between and among counselors, teachers, parents, and the business community. We have found that the most effective use of the COPP occurs when teachers take an active role in its administration as well as its follow-up activities in the classroom.

CONCLUSIONS AND SUMMARY

In all of our attempts to implement career guidance programs, it has become clear that career guidance is a life-long process for all our students. Our role as educators and counselors is to provide students with appropriate developmental interventions which will help them make informed decisions about themselves and their roles in the workplace.

In our programs at Inter-Lakes Jr.-Sr. High School, we provide students in grades seven through twelve with a variety of opportunities to learn and apply career planning skills. We realize that career guidance is a "dynamic process of human development" and that "occupational choice should be the result of a dynamic, evolving process rather than a single event." (Fukuyama, 1988) The use of the Career Orientation and Planning Profile with students and teachers has reinforced that concept for us.

In this paper, we have touched on some examples of how Inter-Lakes Junior-Senior High School has effectively used the COPP in its career guidance program. We have found it to be both an effective assessment tool for students and an instructional tool for engaging teachers in helping students develop their career planning skills, The COPP has also provided us with an opportunity for creative program development within our school by formalizing our In-School Work Experiences outside the classroom.

The focus of our career guidance program is to provide all students with the opportunity to learn how they may "achieve self-fulfillment and happiness in life through work satisfaction." (Fukuyama). To that end we address our energies, with the hope of creating learning environments that will better prepare our students to succeed in the global market.

APPENDIX A

Demographic Profile of Inter-Lakes School District

Located in central New Hampshire, the Inter-Lakes Cooperative School District serves the three towns of Center Harbor, Meredith, and Sandwich. District-wide enrollment in the spring of 1996, is 1,300 - 737 in pre-kindergarten through grade 6 Inter-Lakes and Sandwich Elementary Schools, and 563 in grades 7 through 12 at Inter-Lakes Junior-Senior High School.

The average class size is twenty across the district. An average of seventy-five percent of graduating seniors continue their education at institutions of higher learning or with guaranteed schooling in the military. The remaining twenty-five percent enter the workforce directly.

APPENDIX B

Attachments

Forms Employed in the Implementation

- In-School Work Experiences - Work Experience Descriptions
- In-School Work Experience Application
- In-School Work Experiences - Progress Report

INTER-LAKES JR.-SR. HIGH SCHOOL

In-School Work Experiences

The following positions are available to students who are passing their regular academic programs and choose to use their "free time" in this way during the regular school day. These positions are described below and include:

- **Office Aide**
- **Health Office Aide**
- **Media Center Aide**
- **Student Athletic Director**
- **Student Technology Assistant**
- **Teacher Assistant**
- **Student Tutor**

Work Experience Descriptions

Qualification for all positions includes but is not limited to dependability, promptness, working with groups of people as well as alone, responsibility, and maintaining confidentiality. Students will be required to arrange for an interview for each position.

Office Aide

The student will be trained in office procedures such as answering phone and intercoms, using the photo copier, filing, and other appropriate office procedures as needed.

Media Center Aide

The Media Center Aide is expected to assist in shelving books, help with circulation, and when necessary, to deliver and/or retrieve audio-visual equipment. The student will work under the supervision of the librarian or the assistant librarian.

Health Office Aide

The student is expected to assist the school nurse with routine office tasks and takes and records heights and weights when sports physicals are done. An interview with the school nurse is required.

Student Athletic Director

The purpose of this program is to provide students with the knowledge necessary in athletic administration. The students would assist the athletic director with scheduling awards, inventory, and confirmations. This is a worthwhile experience for students interested in a career in athletic administration. Selection for this program will depend upon student interest in athletic administration. Some knowledge of the computer is helpful. Limited to two students.

Student Technology Assistant (STA)

Students in this program will assist the Technology Coordinator with installing and repairing computers, installing software on computers, and training the school population on the use of computers. An interview with the Technology Coordinator is required to become an STA.

Teacher Assistant

As teacher assistant, the student will be under the direct supervision of a teacher. The teacher will assign duties to the student as needed.

Student Tutor

As student tutor, the student will work under the direct supervision of a teacher and will be assigned to work with a student who needs help in some academic area.

Benefits

All of these positions generate credit which may be applied to diploma requirements. In addition, these experiences may help students develop some basic work skills and encourage further exploration of career interests.

One credit may be earned by successfully completing the work experience for one semester. A grade of P (passing) or F (failing) will be issued on the report card. The grades for these experiences are not included in the calculation of a student's grade point average. All of these positions require the filling out of an application, an interview with the appropriate supervisor, and a meeting with your guidance counselor.

INTER-LAKES JR.-SR. HIGH SCHOOL

In-School Work Experience Application

(Please print or type.)

Name ______________________________ **Grade** ____ **Date** / /

For _____ **Fall and/or** _____ **Spring semester of** _______(year) **Class Period** _____

Positions Available: *(Check One)*

- ◊ Office Aide
- ◊ Media Center Aide
- ◊ Teacher Assistant
- ◊ Student Technology Assistant
- ◊ Health Office Aide
- ◊ Student Athletic Director
- ◊ Student Tutor

Please tell us **why you are interested** in applying for this work experience. In your statement, describe some of the **skills, interests, and abilities** you have which will qualify you for this position.

____

____

____

____

____

Things to do before beginning this work experience:

Interview:

____
Work Supervisor's Signature Date

Meeting with your Counselor:

____
Counselor's Signature Date

____
Principal's Signature Date

____
Parent's Signature Date

Drop/Add Completed: _____

052396

INTER-LAKES JUNIOR-SENIOR HIGH SCHOOL

In-School Work Experiences

Progress Report

Student ________________________________ **Date** __________

Supervisor ____

Please evaluate the following traits of the student/learner by checking the appropriate rating listed below.

0	Not Applicable
1	Unsatisfactory
2	Poor
3	Good
4	Very Good
5	Excellent

Personal Traits	0	1	2	3	4	5
Dependability						
Cooperation						
Appearance						
Initiative						
Accuracy						
Interest in Work						
Courtesy						
Promptness						
Ability to:						
Understand Instructions						
Follow Directions						
Stay on Task						
Take Suggestions						
Work with Others						
Other Skills						
____________________						
____________________						

Comments:

Signature ______________________________

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UTILIZING THE COPP AS AN INSTRUCTIONAL TOOL

Ms. Carol M. Pohlenz
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IMPLEMENTATION OF THE CAREER ORIENTATION AND PLANNING PROFILE AT FRANKLIN PUBLIC SCHOOLS

by
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Franklin Public Schools, Nebraska

How to help students make career choices? How to prepare students for the work world? How to aid students to make appropriate educational decisions? How to organize an effective school wide career orientation process for students? These were a few dilemmas I struggled with prior to implementing the Career Orientation and Planning Profile (COPP) during the 1995-1996 school year at Franklin Public Schools in Franklin, Nebraska. During my tenure at the K-12 district, I had become increasingly aware of the changing needs of students and the demands on the guidance program to meet these needs. The COPP answered many of those needs. The response to the first year's use in the four high school classes was mainly positive, both for students and myself. Analysis of progress made at the completion of the first year's use proved COPP helped meet a variety of system-oriented goals. Plans are now being outlined for future use of the COPP on a school-wide basis.

Allow me to introduce you to my educational system and the needs of the students. Franklin Public Schools is a K-12 district in south central Nebraska near the Kansas/Nebraska border. Total enrollment averages 360 students; approximately 165 students in grades 7-12. The students of Franklin Public Schools come from a wide range of social and economic backgrounds, but only one percent of the student population is multicultural. For years the majority of the students were from middle and low income families who had grown up in the predominately rural area supported by agriculture and small business. In the last few years the school system has had an increase in the mobility of students with more and more transferring in and out. Over the past five years, an average of 73 percent of our graduates have continued their education at a post-secondary institution; 35 percent of those entered a vocational or two year community college. Sixty percent of the students who begin a post-secondary education graduate or complete the program of study. Many of our graduates are certain about continuing their education but are unsure of what area of study to enter. Many change their majors several times before reaching a decision.

Selection of the Career Orientation and Planning Profile materials for use at Franklin was at first mostly by happenstance. During the summer of 1995, I was looking for a portfolio to use with the high school students to collect their materials and experiences in career exploration and job preparation. I compared several samples and even considered designing my own. Then I looked at a sample of the COPP Career Portfolio I had received at a spring workshop. The COPP Career Portfolio really included everything I needed at a reasonable cost of thirty cents each. After looking at all the COPP components, I purchased a complete school set of the the grade 9-12 materials for our ninth graders and the Career Portfolio for grades 10-12 for use during the 1995-1996 school year.

I used the entire COPP program of materials with the 9th graders. I administered the COPP assessment to the 9th graders in two settings as was recommended in the manual. We began Form A (the Occupational Tryouts) together, reading and discussing how to complete the items. After a few items many of the students were able to continue by themselves. Others needed more supervision and assistance, but all eventually completed the tryouts by themselves with only occasional guidance. Included in the class of nineteen, were three students with learning disabilities, but they had no difficulty completing the assessment. The instrument held their attention, and they worked diligently. The assessment is a unique way to get the students to think about things they have done and how they have felt about the experiences. A key to the instrument, I think, is the discussion that goes on while students are completing the items. This class discussed the experiences they have had which often reminded someone else that he also had a similar experience. At times, though, the students had to be brought back to task because of their reminiscing. The discussion of paid and non-paid jobs was enlightening. Many had never compared the jobs for which they received payment and or the amount of that payment. Many of the students work on their family farms and are not paid, so some discussion of values and family responsibility was also involved. The degree of satisfaction portion of the instrument forced the students to evaluate their experiences which most had never done. The students had either liked or disliked, but never thought about to what degree. This opened discussion about the importance of choosing an enjoyable job or career. The discussions certainly provided some teachable moments.

Form B (Occupational Proficiency) of the the COPP assessment also encouraged some valuable discussion by the students of the occupational skills needed for an occupation and an evaluation of their own skills as well as others. In assessing these skills, students were most often much harder on themselves than their peers. This was a self-esteem building exercise for the students because of the positive feedback they received from their peers. If a response was negative, it was almost always offset by several positives.

We sent our Profiles to be machine scored. The turnaround time was less than two weeks at a reasonable cost ($0.55 per student). After attending a COPP workshop at which Harry Drier, of Career, Education and Training Associates, and Marion F. Starr, of the Missouri Department of Elementary and Secondary Education, explained the hand scoring process, I saw the value of walking students through the scoring process. Although hand scoring might offer more opportunities for discussion and give the students a clearer picture of how their responses affect the resulting score, I also saw it being very time consuming and perhaps confusing for some students. Depending upon the class, it could defeat its purpose. Thus, I plan to continue to use the machine scoring.

The reports resulting from the machine scoring were easy to read and interpret. The students found them easy to understand. The group reports were helpful in assessing the results. Since only one small class was assessed, some of the reports were not of use in evaluating the students' performance as there were no comparative data. The District Grade Composite was particularly useful with the compilation of the classroom average and the Difference Score based on the averages. The bar graph gave an easy to interpret visualization of the Index Scores. Of the nineteen students who took the assessment, only one fell in Group III of the difference score (lacking in self-knowledge, occupational information, and/or ability to make appropriate career decisions). The average difference score for the class was 9.1. This score indicates that the students are at an adequate or above average level of self-knowledge and occupational knowledge and their career decision-making processes are effective. One-half of the class's skills could be described sound and realistic.

Interpretation of the results was done in two sessions. We spent most of one session going over the individual profile report discussing what the numbers and groups meant in relation to each student. About a period and a half (70 minutes) was spent on completing "My Career Planner". We worked through the columns using the returned Forms A and B of the Profile Assessment. The students used these to complete the second and third page of the "Planner". This again brought about discussion and recall of their responses in relation to where they were in the career decision-making process and the steps they needed to take to plan and set goals for the future.

In addition to the program used with the 9th graders, I also used the "Career Portfolios" with the 10-12 graders. The graduating seniors compiled a portfolio containing their current college entrance test results, a transcript of grades, a completed resume, a completed job application, a cover letter, and a thank you letter. The 9-11th graders will have complete portfolios when they graduate because we will work through the full set of materials, and they will experience more as each student takes the assessment, uses the "Guidebook" and the "Career Planner", and develops his own career decision-making plan.

Although my first year using the COPP materials had positive results, I need to change some approaches. Because the 9th graders completed the introductory activities in the "Student Career Planning Guidebook" first, it was March before they did the Profile assessment. It really was too late in the year to do an effective follow-up. I felt rushed to bring the activity to closure. Thus, I plan to give the Profile assessment in late September or October during the 1996-97 school year to both 9th and 12 graders. By adding the assessment to the 12th grade, I hope to check the students' career maturity and to guide them in planning further education or job selection. Also, future evaluation of the program can be done using the comparative data of each class.

Our school system is presently involved in developing competency or performance-based curriculums. The Career Orientation and Planning Profile assists in meeting many of the competencies throughout the upper elementary, junior high, and high school guidance programs. The components of the Profile help to address National Career Development Guidelines competencies at the elementary and junior high levels:

1. Knowledge of the relationship of educational achievement to career opportunities.
2. Understanding of attitudes necessary for success in work and learning.
3. Knowledge of skills to obtain and maintain a job.
4. Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.
5. Knowledge of the interrelationship of life roles and careers.
6. Understanding of the process of career exploration and planning.

At the high school level most of the competencies can also be assessed or met with the use of the COPP:

1. Understanding the influence of a positive self-concept on career development.
2. Interpersonal and social skills required for positive interaction with others.
3. Understanding of the interrelationship between educational achievement, career planning, training and placement.
4. Positive attitudes toward work and learning.
5. Skills for locating, evaluating and interpreting information about career opportunities.
6. Skills for preparing, locating, obtaining, maintaining, and advancing in a job.
7. Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.
8. Understanding of the interrelationship of life roles and careers.
9. Skills in career exploration and planning.

This past spring, Franklin joined regional schools and businesses in applying for a School-to-Work Grant under the South Platte Regional School-to-Work Partnership. This partnership is designed to enhance the School-to-Work opportunities statewide. Although we are still in the planning stages of the implementation, I see the COPP materials becoming an integral instrument in meeting the contract terms. The components of the COPP will:

1. Give us an integrated and systemic approach of School-to-Work opportunities for all students which will enhance equal access to an individual's education and career goals.
2. Enhance existing curricula using work, family, and life experiences that are designated to identify the relevance of education to careers and the future.
3. Integrate work based-learning opportunities as a significant and on-going part of the educational experience so that all students will be prepared for the transition from school to employment, further education, or independent living.

4. Give us continuous quality improvement utilizing a student-based data system for documenting progress and achievement.

The Career Orientation and Planning Profile materials used in conjunction with other instruments, such as ACT's Explore and Plan, the ASVAB (Armed Forces Vocational Aptitude Battery), the Nebraska Career Information System and the Nebraska Career Guidance Program Handbook will meet the specific school- and work-based learning objectives of the grant:

1. Students being involved in career awareness activities that assist them in identification, consideration and selection of career opportunities that match their interest, goals, and strengths and promote non-traditional options.
2. Students will have an initial "career major" selected by the beginning of the 11th grade.
3. Students will follow a sequence of study that is aligned with their individual choice of a career major which integrates academic and vocational concepts.
4. Students will become aware of their interests, values, and abilities and the learning opportunities that lead them towards their career major.
5. Students will receive instruction in general workplace competencies that are consistent with the National Skills Standards; instruction and activities related to positive work attitudes, employability and participative skills.
6. Students' career choices will be matched with work-based learning opportunities.

The Career Orientation and Planning Profile materials can be used as a set of individual student materials, which first attracted me. They also can be a complete, ongoing guidance process as we will use it in the future. The implementation of the COPP materials will become a school-wide program during the 1996-97 school year at Franklin Public Schools. The elementary teachers and I will distribute the "Information File for Parents" at parent meetings during September. At that time, the overall program will be explained to the parents so they know what their children will be doing in school regarding career awareness and the development of a career decision-making process. The elementary teachers are excited about the "Information File for Parents" as a communication tool with the parents and a good way to focus on the parents' role in education. The teachers appreciate that the File can be used to collect helpful papers and information. The teachers plan to use the "This is Me Portfolio" in grades 4-6 as a collection point for assessment checklists of student outcome mastery. As the child progresses from grade to grade his portfolio will not only have career and job related information, but also academic mastery data. The elementary teachers are hopeful that portfolios will be developed for the K-3 grades in the future.

Initially, the activities with the "This Is Me Career Planner" and the "This Is Me Career Portfolio" will be conducted or directed by me in the classroom with supplemental materials from other sources. Although I only see each class once a month, I hope to involve the teachers soon so they can do many of the activities that relate to subject matter the students are studying.

In grades 7-12, I will be meeting with parents during orientation or scheduled parent meetings to distribute the "Parent File" and discuss the "Career Planner" and "Career Portfolio". Since many parents have expressed a concern about how to begin talking to their children about work experiences or even the importance of work experiences, the COPP materials will help. The COPP materials open the doors and give guidance to parents in recognizing, accepting, and discussing their child's personality, interests, abilities, needs, goals, and past experiences to develop a career decision-making and planning process.

In working with 7-11th graders, I will continue to schedule at least one class period a month with each class. The 12th graders will meet twice a month during their government class. The students will be using all the COPP components at various times in conjunction with other resources.

Particular attention will be paid to completing the "Portfolio". As stated previously, the 9-11th graders will have complete portfolios when they graduate. I see the "Portfolio" being an accountability record for the students to collect and complete the information and samples. It will hold me accountable to make certain the students have the opportunities and experiences to record. Since most of our students participate in many activities and have extensive work experiences, I plan to make copies of the extra-curricular activities, honors and awards, and work experience sections on individual pages to augment the "Portfolio". To avoid the students misplacing their "Portfolios", they will be kept in a file in the high school office. This will also allow easy access by the students or me, but will maintain privacy.

The full implementation of the Career Orientation and Planning Profile is really still in the embryonic stage at Franklin. What was started last year to fulfill one need has opened the door for an entire career planning program throughout the whole school system. For several years I have struggled to teach students a career decision-making process. I realize, after using the COPP, that the students who were successful had the maturity for career decision-making while others did not. The COPP systematizes what I was trying to do piecemeal with other programs or instruments. Now I can use the others as supplements to the COPP to help in self-analysis or job analysis. Not only do the COPP materials provide a structured approach, but they also give a realistic way to present career planning in a classroom. The different format catches the students' attention and interest. They enjoy working on the different components. If they enjoy them and see the value of each component, the students will give more effort to learning and using the career decision-making process. Since making wise career decisions is the key, the Career Orientation and Planning Profile can lead to an improved, integrated guidance program for Franklin students and better prepared citizens for Franklin, Nebraska.

COPP UTILIZED FOR PROGRAM EVALUATION

Mr. Stan Grimsley
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THE USE OF THE CAREER ORIENTATION AND PLANNING PROFILE IN MISSOURI'S INTERVENTION PROJECT

by
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Adrian R-III School District, Missouri

The Career Orientation and Planning Profile (COPP) has proven to be one of the most successful tools used to enhance the career planning process for students in Adrian R-III High School. Adrian R-III is a small rural school district with an enrollment of 650 students K-12 and is located south of Kansas City, Missouri.

The purpose of this paper is to illustrate two different segments of the COPP; 1) my involvement with the program as the high school counselor and how it is used to work with students to develop meaningful education and career plans, and 2) the school district's participation in pilot testing an evaluation instrument designed to determine the effectiveness of various career guidance units as a part of the Missouri Comprehensive Guidance Program.

Along with four other educators from the state of Missouri, I came into contact with the COPP at a conference held in Orlando, Florida, in 1991. This conference was the first introduction to the COPP and the process involved in the program. Based on the information obtained during this conference, it became evident that the COPP would command much of my interest for the next several years. During my thirty-two years as a high school counselor, it has been my belief that one of the keys to a successful guidance program is to incorporate a strong career component which must include career awareness, career exploration and career planning. This concept must also include the use of information that leads to enhanced self concept, which includes a student's interests, abilities, aptitudes and experiences. During my tenure as a high school counselor, I have been a strong advocate of early career intervention and was pleased to see the COPP, as well as the Missouri Comprehensive Guidance Program, having a major focus on the process of career guidance as an integral part of student activities K-12.

Throughout the years I have used a variety of career programs and instruments, always looking for materials and resources that would expand my capabilities to assist students in their pursuit of life goals.

During the conference in Orlando, Florida, Larry Inaba, Director of Ashiya University Center, Honolulu, Hawaii, and Harry Drier, Executive Director of the National Consortium of State Career Guidance Supervisors (NCSCGS) took the responsibility of carrying out a staff development program for numerous state department staff and educators from around the nation. The major emphasis of the conference was to train state level facilitators, who in turn would identify local schools and agencies from around the nation to pilot test the COPP in a variety of settings. As we worked through the program during the initial training, it became apparent that the COPP included the same concepts that I would want to pursue, working with students in a one to one basic career planning session.

As with any new project, there are always issues and concerns that need to be addressed. The physical makeup of the COPP and the format of the two forms caused some initial problems. However, the content and the process to be followed within the system offered the components of a career planning program that would serve my needs very effectively. The process and the content within the COPP would allow me to work with and obtain career information from groups of twenty to twenty-five students in a classroom setting. Based on the potential use and effectiveness of the system, I volunteered myself and the Adrian R-III School District to be one of the five pilot sites in the state of Missouri.

A major concern within the COPP is that if students are to systematically learn about and develop career plans, then other staff members in a school will have to become a part of the team. As a pilot site, we identified a science teacher who had a strong interest in career development and who was excited about the possibility of including a new and different approach for the delivery of career units in the science curriculum. The pilot program in Adrian R-III was focused on fifty-six ninth grade students who were enrolled in the Physical Science classes. During the first two years of the pilot program, we were involved in providing information and data that would further enhance the utilization and delivery of the COPP throughout the state of Missouri. Along with Marion Starr, Director of Guidance, Missouri Department of Elementary and Secondary Education, we have had the opportunity to provide in-service programs in numerous sites around the state. We are pleased to have played a major role in the implementation of the COPP statewide.

After two years of pilot testing, it became apparent that some major revisions needed to be done to facilitate the effective use of the program. One of the most crucial items was the revision and expansion of the Counselor-Teacher Manual and revision of Form A and Form B. During the summer of 1993, Marion Starr, myself and others involved as pilot sites, completed the task of doing the first revision of the manual and forms. Since that initial revision, further extensive revisions have been completed on all aspects of the COPP system. The outcomes from the pilot testing helped to assure that effective career planning cannot be done once a year for a thirty minute period. If the COPP and the process of career planning is to be done effectively, then the counselors, staff, student, and parents must make a definite commitment to assure that sufficient time is provided.

If the Career Orientation and Planning Profile is to be an effective tool in the career planning process, some preliminary activities must be provided prior to administration of Form A and Form B. Students must have some basic information which will enable them to identify a tentative occupational choice. This can be done through various interest surveys, classroom activities, career information systems, etc. The increased early exposure to career information at the elementary level will serve to benefit the effective use of the COPP at the junior high and high school settings. One of the most successful activities prior to administration of Form A is a take-home activity titled Pre-COPP (Appendix A). This is an excellent tool that enable parents to become involved by helping their student identify past experiences related to part-time jobs, responsibilities within the home, scouting, church groups, etc. This activity provides time for the student and their parents to reflect back through the various experiences and discuss how these experiences may have a relationship to future occupations. This activity not only serves to get parents involved, but provides students with the needed information to complete Form A in a more valid manner.

Form B becomes the heart and soul of the Career Orientation and Planning Profile. This form identifies 63 job characteristics, which lend themselves to a wide range of possible points for classroom discussion and interaction. The students must understand what these represent and how these characteristics relate to occupational/career choices. Four of the five Indices found from the COPP information are directly related to scores from Form B and the fifth Index, from Form A, is also correlated to Form B.

One of the most unique features of Form B, is the peer validation process - the process of students rating each other relative to their perception of self vs. perceptions of a friend on the 63 items. The feedback from friends in this part of the process is a highly useful tool as students continue to look at perception of self and others in development of career plans. This also can become a valuable tool in the individual counseling process, especially in the area of increased self-concept, as school counselors work with students in the development of long range goals and plans.

As the data and information from Form A and Form B is collected and interpreted to the students, along with utilization of the Student Career Planning Guidebook, this then becomes a vehicle by which students can effectively develop and use the Career Planner and Career Portfolio. The Career Planner and Career Portfolio, when used systematically during a student's school career, will provide the needed material and information to build a meaningful set of credentials for future employment.

The second portion of this paper will cover the evaluation process used to illustrate that the Career Orientation and Planning Profile is in fact a viable process that is measurable. In 1994, in cooperation with Dr. Norman Gysbers, University of Missouri-Columbia, Missouri, and the Missouri Department of Elementary and Secondary Education, the Adrian R-III School District undertook a study to measure the extent to which students' competencies had been mastered as a result of Guidance Curriculum activities within the Missouri Comprehensive Guidance Program Model. A cross-walk between the competencies found in the COPP and the Missouri Comprehensive Guidance Program had been previously developed. After deciding which competencies were relevant to the COPP process, we entered a project which would span a period of two months, to ascertain the effectiveness of the COPP unit with a group of fifty-six ninth grade students.

The evaluation instrument that we used to determine the effectiveness of the COPP, was The Missouri Guidance Competency Evaluation Survey, (Appendix B) developed by Norman C. Gysbers, Richard T. Lapan, Karen D. Multon and Leslie Eastman Lukin.

The Missouri Guidance Competency Evaluation Survey was administered to the fifty-six students two days prior to them becoming involved with the COPP program. The students were advised at that time, that they would be given a career unit over the next few weeks and then would be surveyed again. As noted in the career unit, (Appendix C) three days after the Pre-COPP activities were explained and sent home, Form A and Form B were administered to the three classes.

When the results of the COPP were returned, we started into the reporting phase of the unit. The first thing that was addressed when reporting the results and filling out the Career Planner, is to explain each of the five Indices in depth, with much importance placed upon showing the students how these Indice levels were established by the COPP and how they will influence their entries on the Career Planner.

The next activity was to fill out the basic information on the Student Career Portfolio. The Portfolio was explained in terms of an organizational folder that will hold all of their career projects for the rest of their high school years.

It is important to explain each area of the Summary Sheet in two ways. First, the student must know from where the results were obtained (by using their completed COPP Summary Profile) and second, how these standardized levels indicate the student's competency level in that particular area.

The Career Planner is the student's road map for the next three years. Making sure that each portion of the Planner is thoroughly explained, the students then make notations at the top and/or sides of each area to show them where the information comes from and are usually given at least one example to get them started. This will save time and will guide them as they make future entries on their own.

The students then took their Portfolio, Planner, and other COPP materials home to finish filling them out with the assistance and involvement of their parents. About a week later the completed Portfolios were collected and the post Evaluation Survey was administered.

The results of data obtained from the Missouri Guidance Evaluation Survey, (Appendix D) substantiated that when the COPP process is used within a classroom setting, it is a viable tool to enhance career development. Evidence from the pre-post survey results showed student gain scores on each of the competencies addressed within the unit. While the Missouri Guidance Evaluation Survey addresses three major areas: Career Planning and Exploration, Knowledge of Self and Others and Educational and Vocational Development, the COPP unit took into account all three areas, but only a portion of the categories and competencies within the categories. The categories addressed within the unit were 1) Planning and Developing Careers, 2) Understanding and Accepting Self, 3) Making Decisions, 4) Understanding and Getting Along with Others, and 5) Vocational Selection and Training. Within these five categories the COPP unit provided materials, information and strategies that addressed eleven different competencies. (Appendix E)

The Missouri Guidance Competency Evaluation Survey verified student gain scores in each of the five categories addressed in the COPP unit. They were as follows:

A. Planning and Developing Careers = 10.7% gain

B. Understanding and Accepting Self = 5.3% gain

F. Making Decisions = 6.0% gain

H. Understanding and Getting Along With Others = 6.4% gain

I. Vocational Selection and Training = 8.6% gain

These areas were the primary focus of the intervention (COPP Unit). Results indicated that students were feeling very confident about themselves after the intervention and this effect could have influenced their positive ratings across the rest of the competency categories. The intervention also showed that students were feeling more confident about their ability to successfully master career development guidance competencies after the intervention.

APPENDIX A

PRE-COPP

(AN ACTIVITY TO BE DONE BY STUDENTS AND PARENTS)
THINK ABOUT THINGS YOU DID

DURING GRADE_____GRADE_____GRADE_____

NAME________________________________DATE______________________
HAVE YOU EVER????   (AT SCHOOL OR AT HOME)
IF SO WHEN AND WHAT????   (LIST THE 3 MOST IMPORTANT)

A. Have you ever grown or cared for vegetables, fruits, plants, etc.?

	WHEN	WHAT
a.		
b.		
c.		

B. Have you ever cared for any kind of animals?

	WHEN	WHAT
a.		
b.		
c.		

C. Have you ever fished or cared for fish?

	WHEN	WHAT
a.		
b.		
c.		

D. Have you ever helped your family can or preserve any kind of foods?

	WHEN	WHAT
a.		
b.		
c.		

E. Have you ever designed products or built models?

	WHEN	WHAT
a.		
b.		
c.		

F. Have you ever made things with wood, metal, or electrical supplies? Have you done other crafts?

	WHEN	WHAT
a.		
b.		
c.		

G. Have you ever done graphic art or made things out of cloth?

	WHEN	WHAT
a.		
b.		
c.		

H. Have you ever assemble, operated, repaired, or dismantled machinery?

	WHEN	WHAT
a.		
b.		
c.		

I. Have you ever performed any kind of office work?

	WHEN	WHAT
a.		
b.		
c.		

J. Have you ever sold anything?

	WHEN	WHAT
a.		
b.		
c.		

K. Have you ever done receptionist types of jobs (in person or on the phone?)

	WHEN	WHAT
a.		
b.		
c.		

L. Have you ever cooked or served food?

	WHEN	WHAT
a.		
b.		
c.		

M. Have you ever taken care of another person? (i.e. child, adult)

	WHEN	WHAT
a.		
b.		
c.		

N. Have you ever spoken in front of a group or presented something to a group? (e.g. recitals, music, dance, etc.)

	WHEN	WHAT
a.		
b.		
c.		

O. Have you ever played sports or attended a sports camp?

	WHEN	WHAT
a.		
b.		
c.		

P. Have you ever done research?

	WHEN	WHAT
a.		
b.		
c.		

APPENDIX A

Missouri Guidance Competency Evaluation Survey - Grades 9 - 12

Developed by

Norman C. Gysbers, Richard T. Lapan,
Karen D. Multon, and Leslie Eastman Lukin

STUDENT NAME (Last, First, Middle Initial)

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ
Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ
Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ
Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ
Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ
Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ
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GENDER

○ Male

○ Female

GRADE

○ 9 ○ 11

○ 10 ○ 12

ETHNIC HERITAGE

○ Hispanic
○ Black
○ White
○ American Indian or Alaskan Native
○ Asian or Pacific Islander

COUNTY-DISTRICT CODE

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
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⑧	⑧	⑧	⑧	⑧	⑧
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BIRTH DATE

MONTH	DAY		YEAR	
Jan ○	⓪	⓪		⓪
Feb ○	①	①		①
Mar ○	②	②		②
April ○	③	③		③
May ○		④		④
June ○		⑤		⑤
July ○		⑥		⑥
Aug ○		⑦	⑦	⑦
Sept ○		⑧	⑧	⑧
Oct ○		⑨	⑨	⑨
Nov ○				
Dec ○				

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AREA I CAREER PLANNING AND EXPLORATION

Please rate how confident you are that you could successfully perform the following career planning and exploration tasks. **Blacken the circle** that indicates the level of your confidence for each item.

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
1. that I know how to prepare for careers in which I am interested.	○	○	○	○	○	○	○
2. that I know how to explore several different careers in a specific area in which I am interested.	○	○	○	○	○	○	○
3. that I know how to obtain scholarship and financial aid information.	○	○	○	○	○	○	○
4. that I know which leisure and recreational activities best fit my interests and needs.	○	○	○	○	○	○	○
5. that I can make a plan of high school classes which would be best for me (reviewed and changed as needed).	○	○	○	○	○	○	○
6. that I will visit colleges before enrollment.	○	○	○	○	○	○	○
7. that I know how to find a place to live while attending college.	○	○	○	○	○	○	○
8. that I know how to pick a college.	○	○	○	○	○	○	○
9. that I could get along with both men and women on the job.	○	○	○	○	○	○	○
10. that I know how to select courses that will help me meet my career goals.	○	○	○	○	○	○	○
11. that I understand my interests and abilities, and how this can help me make a career choice.	○	○	○	○	○	○	○
12. that I know what careers certain majors would prepare me for, and the future of those careers.	○	○	○	○	○	○	○
13. that I can handle kidding or criticisms from other students if I have an interest in or choose a course usually taken by the opposite sex.	○	○	○	○	○	○	○
14. that I know how to develop a career plan that can be changed.	○	○	○	○	○	○	○
15. that I know how to find courses that fit both my needs and interests.	○	○	○	○	○	○	○
16. that I understand how being male or female affects my career choice.	○	○	○	○	○	○	○
17. that I know how friends can affect my leisure time.	○	○	○	○	○	○	○
18. that I know how to decide on a field of study.	○	○	○	○	○	○	○
19. that I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports).	○	○	○	○	○	○	○
20. that I understand how one's job affects one's leisure time.	○	○	○	○	○	○	○
21. that I know about various colleges and what they have to offer.	○	○	○	○	○	○	○
22. that I know how to find out more about possible careers and the world of work.	○	○	○	○	○	○	○
23. that I would take courses appropriate to my career choice, even though most often they are taken by the opposite sex.	○	○	○	○	○	○	○
24. that I know how the place where I live affects job opportunities.	○	○	○	○	○	○	○
25. that I can make plans beyond graduation (job opportunities, training programs, college/vocational-technical school, financial aid, military, etc.).	○	○	○	○	○	○	○
26. that I know how to choose college courses that would help prepare me for a career.	○	○	○	○	○	○	○
27. that I know about jobs that are usually filled by the opposite sex, but are available to both sexes.	○	○	○	○	○	○	○
28. that I know the requirements for high school graduation.	○	○	○	○	○	○	○
29. that I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex.	○	○	○	○	○	○	○

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AREA II KNOWLEDGE OF SELF AND OTHERS

Please rate how confident you are that you could successfully perform the following tasks related to understanding yourself and others. **Blacken the circle** that indicates the level of your confidence for each item.

LEVEL OF CONFIDENCE

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
1. that I know how to help a friend who has a problem with drugs or alcohol.	○	○	○	○	○	○	○
2. that I can accept others as well as be accepted by them.	○	○	○	○	○	○	○
3. that I can understand others.	○	○	○	○	○	○	○
4. that I respect other people whose views differ from mine.	○	○	○	○	○	○	○
5. that I can talk to someone when I need to.	○	○	○	○	○	○	○
6. that I can deal with life when I feel down.	○	○	○	○	○	○	○
7. that I know more about the kinds of decisions and difficulties that I will face as a parent.	○	○	○	○	○	○	○
8. that I know how to discuss important things to consider when choosing a wife or husband.	○	○	○	○	○	○	○
9. that I can discuss what makes a marriage work and be happy.	○	○	○	○	○	○	○
10. that I know the penalties of drug and alcohol use.	○	○	○	○	○	○	○
11. that I know about the things that often cause difficulties in a marriage.	○	○	○	○	○	○	○
12. that I know how my feelings affect my behavior.	○	○	○	○	○	○	○
13. that I know about the causes and results of divorce.	○	○	○	○	○	○	○
14. that I know how to handle pressure from my friends related to the use of drugs and alcohol.	○	○	○	○	○	○	○
15. that I know my values.	○	○	○	○	○	○	○
16. that I get along with my family.	○	○	○	○	○	○	○
17. that I know the physical and mental effects of drugs and alcohol.	○	○	○	○	○	○	○
18. that I know where to find help for alcohol and drug problems.	○	○	○	○	○	○	○
19. that I understand, accept and like myself, both physically and mentally.	○	○	○	○	○	○	○
20. that I use good ways of communicating feelings.	○	○	○	○	○	○	○
21. that I can develop close and lasting friendships.	○	○	○	○	○	○	○
22. that I know how to handle personal difficulties.	○	○	○	○	○	○	○
23. in stating my own ideas.	○	○	○	○	○	○	○
24. in myself.	○	○	○	○	○	○	○
25. that I know how children affect a marriage.	○	○	○	○	○	○	○

AREA III EDUCATIONAL AND VOCATIONAL DEVELOPMENT

Please rate how confident you are that you could successfully perform the following educational and vocational development tasks. **Blacken the circle** that indicates the level of your confidence for each item.

LEVEL OF CONFIDENCE

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
1. that I know how to improve my writing, reading, speaking, listening, and math skills.	○	○	○	○	○	○	○
2. that I can complete more of the tasks and projects which I start.	○	○	○	○	○	○	○
3. that I know what my goals are and their value to me.	○	○	○	○	○	○	○
4. that I know the job opportunities available to those who complete area vocational school training.	○	○	○	○	○	○	○
5. that I can come up with many possible solutions to a problem.	○	○	○	○	○	○	○

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AREA III EDUCATIONAL AND VOCATIONAL DEVELOPMENT
(Continued)

LEVEL OF CONFIDENCE

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
6. that I know about renting or buying homes.	○	○	○	○	○	○	○
7. that I know what my strongest vocational interests, aptitudes and abilities are.	○	○	○	○	○	○	○
8. that I know what jobs my friends and others have found after graduating from high school.	○	○	○	○	○	○	○
9. that I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my home high school.	○	○	○	○	○	○	○
10. that I have received assistance in enrolling in a vocational program in which I have interests, aptitudes and abilities	○	○	○	○	○	○	○
11. that I know the benefits, working conditions, and opportunities for advancement in jobs.	○	○	○	○	○	○	○
12. that I can follow through on good decisions and change poor decisions.	○	○	○	○	○	○	○
13. that I know the problems graduates have finding jobs.	○	○	○	○	○	○	○
14. that I know how to use common hand tools to build or repair things.	○	○	○	○	○	○	○
15. that I know how to improve my test-taking skills.	○	○	○	○	○	○	○
16. that I know how to visit a vocational program before enrollment.	○	○	○	○	○	○	○
17. that I know how basic skills (Math, Reading, etc.) relate to my vocational goals.	○	○	○	○	○	○	○
18. that I know how to study and how to get the most out of my study time.	○	○	○	○	○	○	○
19. that I know what jobs are available locally.	○	○	○	○	○	○	○
20. that I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.	○	○	○	○	○	○	○
21. that I know what persons and what agencies will help me find a job.	○	○	○	○	○	○	○
22. that I know what employers expect of job applicants and employees.	○	○	○	○	○	○	○
23. that I can evaluate or judge decisions I have already made.	○	○	○	○	○	○	○
24. that I know how to participate in practice job interviews.	○	○	○	○	○	○	○
25. that I understand the legal responsibilities which I will face as an adult (income tax, auto insurance, etc.).	○	○	○	○	○	○	○
26. that I can develop a resume (personal information sheet for employers).	○	○	○	○	○	○	○
27. that I know whether the jobs my friends and others got after graduating were related to the training they took in high school.	○	○	○	○	○	○	○
28. that I know which individuals or what agencies helped my friends and others get a job, get into college, or get other training beyond high school.	○	○	○	○	○	○	○
29. that I know how to develop learning habits and skills that I can use throughout life.	○	○	○	○	○	○	○
30. that I can complete job application forms properly.	○	○	○	○	○	○	○
31. that I can identify the real problem when I have difficulties.	○	○	○	○	○	○	○
32. that I know how to get along in a changing world.	○	○	○	○	○	○	○
33. that I understand credit purchases and installment buying.	○	○	○	○	○	○	○
34. that I know where and how to start looking for a job.	○	○	○	○	○	○	○
35. that I can find part-time, or summer work.	○	○	○	○	○	○	○
36. that I can make decisions.	○	○	○	○	○	○	○
37. that I can find a full-time job after graduation.	○	○	○	○	○	○	○
38. in my knowledge of such common machines as cars, stereo systems, and appliances.	○	○	○	○	○	○	○
39. that I know how to budget, spend, and invest my money wisely.	○	○	○	○	○	○	○
40. that I know how to take notes better.	○	○	○	○	○	○	○
41. that I know about the kinds of daily expenses that I will face in life.	○	○	○	○	○	○	○
42. that I understand what advice friends and others who have graduated from high school would give me while I am in high school.	○	○	○	○	○	○	○
43. that I know from my friends what college courses and other post high school training courses gave them trouble and why.	○	○	○	○	○	○	○
44. that I know what problems my friends and others had on the job or in college.	○	○	○	○	○	○	○

APPENDIX C

Career Orientation and Planning Profile - Missouri Comprehensive Guidance Unit

Grade Level - 9
Time - 5-6 50 minute class periods
Group Size - 3 classes of 56 total students
Materials - All COPP related materials
IDEAS (Interest inventory results from 8th grade)

Missouri Comprehensive Guidance Categories and Competencies Covered

Area I -
Cat. A - Comp. 1, Cat. A - Comp. 2, Cat. A - Comp. 4,
Cat. A - Comp. 5, Cat. A - Comp. 6 (also used in Area III),
Cat. C - Comp. 15, Cat. L - Comp. 73, Cat. L - Comp. 75.

Area II -
Cat. B - Comp. 9, Cat. H - Comp. 52.

Area III -
Cat. F - Comp. 34.

Career Orientation and Planning Profile Competencies Covered

- All five Indices and the student outcomes are covered.

Introduction

Students will be given the opportunity to explore career goals as they relate to the student's current knowledge of: self, jobs, occupational tryouts, occupational selection ability and personality tendencies and appropriate occupational choice.

Procedure - COPP Administration

1. Pre-COPP Activities
2. Administer Career Orientation and Planning Profile

Procedure - COPP Results

1. Explain the five indices and what they mean to the student
2. Students fill out the basic information on the COPP Student Career Portfolio
3. Explanation of COPP Summary Sheet Profile results, using the COPP standard expectation levels
4. Fill out the basic information on the COPP Career Planner for 9th grade, using COPP Summary Sheet, student's completed COPP Profile instrument, and the Student Career Planning Guidebook
5. Offer individual and/or small group follow-up opportunities for those who are interested in exploring careers in greater depth

Missouri Guidance Competency Evaluation
1994 Intervention Studies

School: 007-123-1050 ADRIAN HIGH SCHOOL DISTRICT: R-III ADRIAN
Level: High School Intervention: 33 Grade: 9

Pre-Test Frequency: 56 Post-Test Frequency: 56

	Category	Pre-Test			Post-Test			Pre/Post Mean	Level of
		Mean	N	Std. Dev.	Mean	N	Std. Dev.	Difference	Significance
*	A. Planning and Developing Careers	44.9116	52	7.8267	55.6808	51	6.3064	& 10.7692	.01
*	B. Understanding and Accepting Self	44.9939	51	10.7959	50.3364	53	8.6278	& 5.3425	.01
	C. Understanding How My Gender Affects Jobs and Careers	45.2995	54	8.9518	52.9950	49	7.0821	& 7.6956	.01
	D. Making Decisions about College	45.5785	51	9.2736	53.2764	44	6.5722	& 7.6980	.01
	E. Preparation for Finding Jobs	44.3034	52	9.2828	51.0424	55	7.3196	& 6.7390	.01
*	F. Making Decisions	44.8644	50	9.5459	50.9026	51	7.3165	& 6.0382	.01
	G. Learning Consumer and Homeowner Skills	46.4027	51	8.8648	52.6892	52	7.6632	& 6.2865	.01
*	H. Understanding and Getting Along with Others	44.5498	53	10.2556	51.0235	54	6.7061	& 6.4737	.01
	I. Finding Jobs	47.7643	53	8.5004	52.9508	55	7.3840	& 5.1865	.01
	J. Improving Basic Skills and Study/Learning Skills	49.7006	54	6.5012	54.0533	54	6.8843	& 4.3527	.01
	K. Knowing How Drugs and Alcohol Affect Me and My Friends	46.4827	55	9.0693	49.3822	49	8.1846	2.8994	.01
	L. Planning High School Classes	44.2297	55	9.7327	52.3458	52	7.0667	& 8.1161	.01
	M. Learning From Friends and Others Who Have Graduated	46.1563	54	9.3860	52.1596	55	7.8566	& 6.0033	.01
	N. Learning How to Use Leisure Time Now and in the Future	43.0866	53	9.8392	49.3902	53	7.6778	& 6.3036	.01
*	O. Vocational Selection and Training	46.4186	53	8.7611	55.0471	53	6.9983	& 8.6285	.01
	P. Learning About Marriage and Family Responsibilities	44.9165	55	11.3354	50.6162	54	8.1994	& 5.6996	.01

'*' indicates that the intervention involved work in this category.
'&' indicates that the difference in means has practical significance in an educational context.

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APPENDIX E

HIGH SCHOOL COMPETENCIES
MISSOURI COMPREHENSIVE GUIDANCE PROGRAM

* - Indicates competencies used in evaluation

AREA I - CAREER PLANNING AND EXPLORATION

CATEGORY A--- PLANNING AND DEVELOPING CAREERS

NEED ITEM
NUMBER

*1. I know how to develop a career plan.
*2. I know about possible careers and the world of work.
3. I know how to explore careers in a specific area in which I am interested.
*4. I know how to prepare for careers in which I am interested.
*5. I have made plans beyond graduation (job opportunities, training programs, college/vocational technical schools, financial aids, military, etc.).
*6. I understand my interests and abilities, and how these can help me make a career choice.
7. I know how the place where I live affects job opportunities.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

*15. I know about jobs that are usually filled by the opposite sex, but are available to both sexes.
16. I can take courses appropriate to my career choice even though most often they are taken by the opposite sex.
17. I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex.
18. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.
19. I know how to get along with members of both sexes on the job.
20. I understand how being male or female affects my career choice.

CATEGORY D--- MAKING DECISIONS ABOUT COLLEGE

21. I know about various colleges and what they offer.
22. I know how to pick a college.
23. I have visited colleges.
24. I know how to choose colleges that would help prepare me for a specific career.

25. I know how to decide on a field of study.
26. I know which majors would prepare me for specific careers, and I know the future of those careers.
27. I know how to obtain scholarship and financial aid information.
28. I know how to find a place to live while attending college.

CATEGORY L--- PLANNING HIGH SCHOOL CLASSES

72. I know the requirements for high school graduation.
*73. I know how to select courses that will help me meet my career goals.
74. I know how to select courses that fit both my needs and interests.
*75. I can make a plan of high school classes which will be best for me (reviewed and changed as needed).

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

83. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports).
84. I know which leisure and recreational activities best fit my interests and needs.
85. I understand how a job affects leisure time.
86. I know how friends can affect my leisure time.

AREA II - KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING SELF

8. I understand my values.
*9. I understand, accept, and like myself.
10. I have confidence in myself.
11. I understand how my feelings affect my behavior.
12. I am able to state my own ideas.
13. I can handle personal difficulties.
14. I can deal with life when I feel down.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

48. I can understand others.
49. I can get along with my family.
50. I know good ways of communicating feelings.
51. I can develop close and lasting friendships.
*52. I can accept others as well as be accepted by them.
53. I respect other people whose views differ from mine.
54. I can talk to someone when I need help.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

67. I know the physical and mental effects of drugs and alcohol.
68. I know the penalties of drug and alcohol use.
69. I know how to help a friend who has a problem with drugs or alcohol.
70. I know where to find help for alcohol or drug problems.
71. I can handle pressure from my friends related to the use of drugs and alcohol.

CATEGORY P--- LEARNING ABOUT MARRIAGE AND FAMILY RESPONSIBILITIES**

93. I know important things to consider when choosing a wife or husband.
94. I know about things that often cause difficulties in a marriage.
95. I know some things that make a marriage work.
96. I know how children affect a marriage.
97. I know about the kinds of decisions and difficulties I will face as a parent.
98. I know about the causes and results of divorce.

**This category is generally addressed in other curricular areas and assistance may be provided by the counseling staff.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY E--- PREPARATION FOR FINDING JOBS

29. I know what employers expect of applicants and employees.
30. I can complete application forms properly.
31. I know what to do during a job interview.
32. I can develop a resume (personal information sheet for employers).
33. I know where and how to start looking for a job.

CATEGORY F--- MAKING DECISIONS

*34. I know what my goals are and the value of these goals.
35. I can make decisions.
36. I can evaluate or judge decisions I have already made.
37. I can follow through on good decisions and can change poor decisions.
38. I know how to get along in a changing world.
39. I can identify the real problem when I have difficulties.
40. I can come up with many possible solutions to a problem.

CATEGORY G--- LEARNING CONSUMER AND HOMEOWNER SKILLS***

41. I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc).
42. I know about the kinds of daily expenses that I will face in life.
43. I understand credit purchases and installment buying.
44. I know how to budget, spend, and invest my money wisely.
45. I have increased my knowledge about such things as cars, stereo systems, and appliances.
46. I know and understand the necessary steps in renting or buying a home.
47. I know how to use common hand tools to build or repair things.

***Although this category appears on the needs survey, its purpose is data collection for building wide planning and is addressed in other curricular areas.

CATEGORY I--- FINDING JOBS

55. I know what jobs are available locally.
56. I know how to find part-time work and summer work.
57. I now how to find a full-time job after graduation.
58. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.
59. I know which persons and which agencies will help me find a job.
60. I know the benefits, working conditions, and opportunities for advancement in jobs.

CATEGORY J--- IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

61. I know how to improve my writing, reading, speaking, listening, and math skills.
62. I can complete the tasks and projects which I start.
63. I know how to improve my test-taking skills.
64. I know how to develop learning habits and skills that I can use throughout life.
65. I know how to study and how to get the most out of my study time.
66. I know how to take notes.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED

76. I know what jobs graduates found and where.
77. I know the problems graduates had in finding jobs.

CATEGORY O--- VOCATIONAL SELECTION AND TRAINING

78. I have visited vocational programs before enrollment.
79. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my high school.
80. I know how basic skills (math, reading, etc.) relate to my vocational goals.
81. I know my strongest vocational interests, aptitudes, and abilities.
82. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities.
83. I know the job opportunities available to those who complete area vocational school training.

UTILIZING THE COPP IN CAREER ASSESSMENT CENTERS

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HOW THE CAREER ORIENTATION AND PLANNING PROFILE IS BEING USED IN OKLAHOMA'S REGIONAL CAREER ASSESSMENT CENTERS

by
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In 1990, a meeting was held in Columbus, Ohio at which time the Fukuyama Profile was first introduced to mainland United States by Dr. Lawrence A. Inaba through the National Consortium of State Career Guidance Supervisors. Within two months, a workgroup of states interested in the Fukuyama Profile was established to begin work which would lead to the first adaptation of the Fukuyama Profile for use within mainland United States. This adaptation eventually became the Career Orientation and Planning Profile (COPP).

The state of Oklahoma participated in that original work group. In 1991, the first pilot of the Career Orientation and Planning Profile was initiated in Oklahoma. Ten public secondary schools and one college volunteered for the pilot project. The counselors, administrators and teachers within each of the pilot schools were brought together for training before the actual use of the COPP in the schools. The pilot was successful in that the teachers and counselors using the COPP felt it provided them and their students with valuable insights into the process of being able to select methodically among occupations. The hand scoring process appeared to offer some significant challenges. This aspect of the COPP was not viewed favorably by those schools piloting the process.

The philosophical basis of the COPP states that unless work satisfaction is derived, an individual's self-fulfillment is not achieved and consequently, a person's true happiness is not secured. Work satisfaction is procured when an individual possesses the skills and ability to make effective career/occupational choices. Work satisfaction depends upon a person's ability to determine an occupational choice consistent with the needs of his or her personality, interests, aspirations, and physical resources applicable to the world of work (National Consortium, 1994). This philosophical basis fit well into the philosophy of the vocational-technical education system within the state of Oklahoma and their role in the education of youth and adults for meaningful work.

In Oklahoma, our vocational education system exists in both comprehensive high schools and in area vocational-technical schools. The Oklahoma Department of Vocational and Technical Education is a separate agency from the Oklahoma Department of Education. The two agencies have two separate state boards for oversight. However, the State Superintendent for Public Instructions, which is an elected position, serves as the President of the State Board of Vocational-Technical Education. This arrangement assures excellent cooperation between the two agencies.

The area vocational-technical school concept was established in 1965 to offer a cost effective way to provide highly technical programs to a greater number of secondary and adult students from a wide geographic area.

In order to establish an area vocational-technical school district, the community must first petition the State Board of Vocational-Technical Education for permission to hold a series of elections to levy a local ad valorem tax to support the new district. Each school is locally controlled through an elected board of education. Each area vocational-technical school serves between two and 25 secondary sending school districts. Within these sending school districts, secondary students may attend the vocational school free of charge. Adults living in these areas are charged a tuition for attending the school.

It is this regional delivery of vocational-technical education which made the area vocational-technical schools the logical vehicle in which to begin development of career assessment centers to serve the career assessment and planning needs of middle school, high school and adult vocational education students, or potential students within the community. The state now has 53 area vocational-technical school campuses in 29 districts.

In 1992, the state began to first conceptualize how the career assessment center in area vocational-technical schools could effectively serve the needs of secondary and adult students. At the time of the COPP pilot test, Oklahoma had begun to plan and implement the Career Assessment Center concept.

In planning the development of the system of career assessment centers, three potential sites statewide were identified. Each had implemented some effective practices for career assessment from which the rest of the system could be based. Keep in mind that each area vocational-technical school is site-based and in 1992, state funds were not available for statewide implementation of career assessment centers. The purpose of the career assessment center had to be refined to determine how it could best serve the needs of students in need of a variety of career assessment processes and instruments.

In several other area vocational-technical school sites, the school was serving as a consortium for Carl Perkins Vocational and Applied Technology Act funds and providing career assessment and planning by targeting 8th grade students. In Oklahoma, 8th grade is commonly the year before high school and before the first vocational education courses are available. This is the reason 8th grade students were targeted for these services. It was decided to build the career assessment center upon this foundation, and one area vocational-technical school fit both categories for selection and it voluntarily agreed to serve as the pilot site. It made sense that by adding services and materials to an existing project, a better foundation could be built more quickly.

Through the process of offering career interest inventories to 8th grade students in the pilot district, and subsequently using the interest inventory as one tool to assist the student in developing a four-year career plan of study, it became apparent that the 8th grade students in this area needed more experiences prior to taking the career interest inventory. The Plan of Study is a process in which academic and vocational courses are selected based upon a tentative selection of a career cluster. The Plan of Study was also being implemented on a trial basis in the state.

These students were encountering great difficulty in using the interest inventory results and relating them to other experiences inside and outside the school. Assessment results are but one tool used in career planning, though important, young students must also have some sense of self-awareness and have some way in which to analyze the work experiences each has encountered in life, in order to successfully make meaningful career plans and set goals. The COPP seemed to hold promise to assist the students with the process. Once again, we trained those staff members in some of the schools not yet familiar with the COPP, along with the Carl Perkins Consortia counselor. Again, the process was appreciated, but the hand scoring offered too many obstacles for the teachers and counselors to be willing to use the COPP. They appeared more comfortable with an interest inventory being administered, though students were struggling to use the results for planning without an adequate career awareness or exploration process to serve as a foundation for career planning skills. Nevertheless, the structure of the career assessment center seemed to be working well and being received by the sending schools and the vocational-technical school. The COPP was being used in only a few schools at this point due to the barrier of hand scoring.

The career assessment center also needed to serve adults in the area. It was a fairly easy process to begin to require an assessment of all adults prior to admittance into a vocational program. Legislation such as federal Title IV Financial Aid which required academic assessment to determine an individual's ability to benefit made it essential to assess academic functioning levels of adults. It was also important to determine career interest, at a minimum, to properly offer career advisement to the prospective adult students to maximize their opportunity for success in a vocational training program. Thus, the first career center began administering career interest and academic functioning assessments for all adults seeking entrance into the area vocational-technical school. The Education Enhancement Centers within the area vocational-technical schools had always administered academic diagnostic testing after students were enrolled. This testing was designed to determine the type of academic skill assistance or remediation each student required. This was the first time that career and academic assessment both had been administered as a part of the admission process to the school.

In the first year of operation, as an evaluation was made at the end of June 1993, it became apparent that additional career assessment processes were needed to meet the needs of the range of adults seeking admission into the area vocational school. The positive results of the evaluation indicated that the process of assessment and advisement prior to enrollment had resulted in improved retention and completion rates for those adults who had been assessed and counseled prior to enrollment into the various vocational programs. These results enabled the pilot to go forward the next year to include two more sites.

The original site offered career assessment to pre-enrolled high school students during the summer. To the surprise of many, 80% voluntarily made an appointment in the career center to participate in career assessment and engage in a career advisement session. The value of this process to the individual student was supported, since this response was entirely voluntary.

In the fall of 1993, the addition of two more sites was accomplished in much the same way through a voluntary effort of Carl Perkins consortia schools in which the area vocational-technical school had initiated some form of a career assessment center or process.

The philosophy of the COPP is based on the notion that a high percentage of students will likely change their career interests from time to time. Therefore, the identification of an occupational/career area is not critical. However, a thorough understanding of the processes that an individual should go through in the career decision-making process is a major focal point (National Consortium, 1994). This philosophy fit well with the emerging guidance model in Oklahoma which emphasized career awareness for elementary students and career exploration for middle level and junior high students.

Since the COPP can be used to teach occupational knowledge and to show students which specific occupations match their interests and personality attributes, it became a natural to recommend to schools to help with current mandates that all students be given awareness of career opportunities through the academic curricula. One advantage the COPP offers is that it uses the student's past experiences in the area of occupation under consideration as a way to measure the possibility of future success in that occupation (National Consortium, 1994). This worked well with Technology Education career exploration programs offered in many middle level and junior highs in the state.

Through our first year experiences with the career assessment center, we knew that the majority of students in grades 7-12, and many adults, need a program to help them in career decision-making; a program that features a career orientation process since many Oklahoma schools do not systematically provide career awareness and career exploration programs for all students K-12.

As a teaching tool, the COPP helps increase the awareness about career areas and specific occupations. It also teaches students about the job requirements and specific worker attributes of various occupations. As a career planning document, it guides the process of career selection and helps students understand the suitability of various occupations for them. A most important attribute of the COPP is its ability to incorporate many of the commercial career planning programs currently used in schools and agencies. Programs which focus on worker trait factor theories can be helpful in self-analysis. Programs which contain forced choice processes leading to selection of an occupational area can be used effectively in job analysis. Computer assisted career information systems and programs are very helpful to enable a student to focus on self-analysis and job analysis that are required by the COPP. As a result, the utilization of the COPP can be enhanced by the use of other career planning programs and, in turn, will provide added value to other programs and products.

The COPP was very attractive in that it did not compete with the computerized career information delivery system in wide use within the state. It also offered more instruction into the process which is needed as a foundation of skills prior to taking career assessment instruments.

As the next round of career assessment centers were established, for the first time the COPP was offered for adult students as an option to assist them with career exploration and to provide recognition that all career experiences are of value in setting realistic career goals. The COPP was found to be most useful for adults who were preparing to enter the workforce for the first time, re-entering after a long absence and for those who were especially fearful of tests. Since the COPP is not timed and asks the individual to identify the career experiences he or she has had, it is an easy way to engage the individual in the beginning career advisement and assessment process. It also provided an excellent basis for those adults needing a pre-vocational program to help enrich their academic and vocational skills.

The state computerized career information system proved to be extremely compatible with the COPP in assisting individuals to take their self-analysis, occupational tryouts, occupational selection ability, personality tendency and appropriate occupation information to the computer and explore career options which fit with their self-awareness and ability to set career goals. For the first time, many adults were able to weigh the level of satisfaction with career experiences against the sheer number of experiences. This opportunity for adults to use the COPP was available only because of the structure of the Career Assessment Centers and the fact that the COPP was now able to be scan scored rather than hand scored.

By the Fall of 1993, sufficient evidence had been accrued to demonstrate the desirability of career assessment centers used in conjunction with career guidance for secondary and adult students. A document identifying **Quality Indicators for Area Vocational-Technical Schools** was drafted to provide guidance to area vocational-technical schools in establishing a core of student services. The goal was to leverage state monies through the funding formula for vocational programs to include student services. For the first time, vocational schools could opt to drop low performing programs and move monies into the component of guidance, career assessment, education enhancement, financial aid coordination, curriculum coordination or staff development without penalty for dropping a vocational program. Great emphasis was placed upon guidance and career assessment by the Oklahoma Department of Vocational and Technical Education for schools to establish career assessment centers. The statistics for those schools implementing this concept were significantly different from their prior reports of student retention and completion.

Oklahoma has now moved to incorporating the **Quality Indicators for Area Vocational-Technical Schools** into the accreditation standards for the post-secondary side of the vocational-technical schools. The Oklahoma Department of Education is responsible for accrediting the services of area vocational-technical schools for secondary students, though the two agencies work together to assure consistent accreditation processes.

The use of the COPP is voluntary by public schools and the area vocational-technical schools, as is any career assessment instrument. Oklahoma does not mandate state use of any curriculum or assessment instrument, with the exception of state standardized achievement tests. However, the COPP is consistently recommended for use with middle-level, secondary and adult students by the Oklahoma Department of Vocational and Technical Education.

The future of COPP in both the public schools and for adult students is bright in Oklahoma. The implementation of School-to-Work Implementation Grant offers a great opportunity to promote the COPP as a career exploration process and as an accountability/evaluation process for the guidance process so important in School-to-Work. The CD-ROM version of COPP is proving very attractive to the planners of the One-Stop Career Centers being developed for the state. Technology which allows individuals to empower themselves to gain more career awareness experiences and career information access which leads to improved career selection skills will prove invaluable as the One-Stop Career Centers are established.

The One-Stop Career Centers, in many communities, will build upon the structure of the career assessment centers in area vocational-technical schools, but with a great deal more technology and a broader base of clients entering the center. The COPP will prove an important source to teach the career development process to many who have not had access to any type of career planning assistance in the past.

It is the long-term relationship which Oklahoma has had with the COPP upon which a positive future is based. The full utilization of the COPP in career assessment centers and One-Stop Career Centers has not yet been realized. As the COPP continues to become more technologically advanced and additional supporting materials for planning developed, the use of COPP will also expand. It is with gratitude to Dr. Shigekazu Fukuyama and Dr. Lawrence A. Inaba that their contribution to the body of knowledge and skill of vocational guidance is recognized through use of the COPP, in the United States and worldwide.

As the United States sees the workforce change and the population live longer and move into more career fields over time, the COPP will play a vital role in assisting individuals to further develop the abilities and aptitudes he or she possess in order to gain the deep down satisfaction stemming from accomplishment in work. Vocational Guidance plays an important role in the advancement of technology as well as for the aged and youth who play an active part in a society consisting of complicated industrial structures. (Fukuyama, 1988).

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COPP UTILIZED IN HIGHER EDUCATION

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THE CAREER ORIENTATION AND PLANNING PROFILE IN HIGHER EDUCATION: A PILOT STUDY

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ABSTRACT

In a pilot application, the Career Orientation and Planning Profile (COPP) was used in an upper division professional development course. While the majority of students perceived the COPP to be useful, several issues were identified that could enhance the use of the COPP in higher education. The paper concludes with a recommendation that the COPP may need to be offered in formats designed for specific markets. This can be readily realized through a Windows-based, CD-ROM version of the COPP and availability through the Internet.

INTRODUCTION

The Career Orientation and Planning Profile (the Fukuyama Profile or F-Profile) was discussed extensively in the Journal of Career Development in 1992 when an issue was devoted to the Fukuyama Profile (Inaba, 1992). Because of this, the instrument and its history is not discussed here. Rather, this paper is focused on a pilot application of the Career Orientation and Planning Profile (COPP) in higher education. While the paper concludes with specific recommendations for enhancing use of the COPP in higher education, these recommendations, and the data on which they are based, must be set in the context of a pilot study.

Career planning has not played a significant role in most American colleges and universities. While most institutions of higher education provide career planning and placement services, these services are often narrowly focused, serving as vehicles to facilitate campus recruiting and the job search process. Typically, few career planning services are provided, yet such services are an important prerequisite step to effective job search.

The limited career planning which does take place in higher education often occurs through student's informal interaction with faculty members and exploration of alternative majors. This model works reasonably well for those students who have found their way into professional programs with clearly defined career paths. For example, students majoring in mechanical engineering, nursing, elementary education, or accounting often understand the career path for which they are being educated.

While the ad hoc approach to career planning noted above meets the need of many students, it frequently does not effectively help students pursuing a liberal arts degree or students pursuing a less focused professional degree. These students often search for majors in which they are comfortable, declare a major associated with a "fun" job, or enroll in a major that is perceived to be easy because of a lack of direction or purpose, with little attention devoted to career planning.

Several years ago one of the authors worked with a small group of students called the "Clueless Club". These students were close to graduation and had no idea as to types of careers for which they were reasonably well qualified or interested. It is this type of situation that lead to the use of the COPP in a professional development course.

APPLICATION OF THE COPP

The COPP was used with students enrolled in the Family Resource Management major at The Ohio State University. The major consists of three options: Consumer Affairs, Family Financial Management, and Equipment and Furnishings Retailing.

Consumer affairs is a field of study centered on those who purchase, or could purchase, a product or service--not just the actual buyer of a product or service, and focuses on the communication loop between the seller/producer and the consumer. Students in this option prepare for a wide variety of career opportunities including consumer/customer relations.

Family financial management is a college-level educational program underlying family financial advising and planning. It focuses on the accumulation and use of financial resources by families. It addresses financial management processes, and financial services and products used by families.

Equipment and furnishing retailing focuses on that part of the retail sector selling home appliances and home furnishings. A primary focus of this area of study is how these products meet family needs and wants.

Each student graduating with a Family Resource Management major is required to take a course titled, Professional Development. This course is described in the University course bulletin as "The professional: performance, role in society, position securement, involvement in organizations, and continuing development." The class meets once each week for ten weeks with each class session lasting about 60 minutes. Students do not receive a letter grade, but instead receive a satisfactory or unsatisfactory grade for the course. Students enrolled in the course have typically been required to develop a resume, write a letter of application for a job, write a brief paper on a particular career, write a brief paper on a potential employer, and participate in a mock job interview. In the 1993-1994 academic year, the COPP was incorporated into the course. Part of the motivation for this decision was that students in the Consumer Affairs Option had difficulty identifying careers which were available and for which they were qualified.

Students enrolled in the course were required to purchase the COPP Adult Starter Set. The set consisted of the following items: the Post-Secondary Career Portfolio, the Career Planner, the Student Survey Booklet (machine scored version of Forms A and B), Form B (hand scored version), the Adult Career Planning Guidebook, and the List of Occupations.

While operational details varied slightly from quarter-to-quarter, the general procedure was that students were asked to bring the entire Starter Set to the second class period. At this time the contents were discussed and students were asked to use the hand scored version of Form B to get peer ratings of occupational proficiency and technical skills. Students had one week to solicit their peer evaluation. This was done out of class since many students did not know a classmate sufficiently well to get a good peer evaluation.

At the third class session, the machine scored version of Forms A and B were completed. Students were asked to transfer the paper rating information from the hand-scored Form B to the machine scored Form B. The course instructor provided copies of the Table of Required Occupational Proficiency and Technical Skills (Table III) organized by occupational title to allow completion of Form B. After this class session, the completed forms were sent to the University of Missouri-Columbia for scoring by overnight package delivery.

During the sixth class period students received their computer generated COPP Profiles. Using the Adult Career Planning Guidebook as a guide, the Profiles were discussed in class. Given class size, profiles were not discussed on an individual basis; however, students were given an opportunity to ask questions and were encouraged to come to the instructor's office for additional help.

At the last class period of the quarter, students were asked to submit a Personal Plan of Action outlining a detailed personal plan to be used in his/her personal job search, a completed Career Portfolio, and a completed Career Planner. Once these were evaluated, students were allowed to pick them up from the instructor.

In addition, during the last class period, students were asked to complete an evaluation of the COPP process and outputs. This evaluation was a modification of the instrument used to evaluate middle and secondary school student reactions to the COPP. This instrument and the associated results are discussed in Geistfeld and Drier (1992).

EVALUATION OF THE COPP

Student evaluation were done for each of the three quarters the Professional Development course was offered during the 1993-1994 academic year: Autumn Quarter 1993, Winter Quarter 1994, and Spring Quarter 1994. Class enrollment ranged from about 40 to over 100. The total number of completed, usable evaluations was 166. This was less than the number of students enrolled due to graduating seniors who completed course requirements prior to the last class period, and to students who chose to not attend the last class period.

STUDENT PROFILE

Appendix A presents information related to the profile of students completing evaluation forms during the 1993-1994 academic year. Sixty-seven percent of the students were in the Consumer Affairs Option. More than 90% of the students were seniors which is consistent with the level of the course and its prerequisites. The vast majority of the students reported that they received mostly Bs and Cs (71%). Most of the students (72%) believed they come from a middle income family, and reported at least one parent who attended or graduated from college (79%).

STUDENT EVALUATION OF THE COPP

The statements asked on the evaluation instrument were divided into four categories: Instruments, Implementation, Outcomes, and General Evaluation. Statements in the Instrument category focused on student evaluation of the COPP instruments--Forms A and B, and related materials needed to complete the forms. Statements relating to how the COPP was actually administered in the class were placed in the Implementation category. Outcomes describes student reactions to the COPP Profile and its use. General Evaluation was a set of questions seeking students' overall reactions to the COPP.

The data analyses which follow are based on data from a pilot study. While the findings may be enlightening, they should be considered preliminary. Before COPP use in higher education can be fully evaluated, it will be necessary to use the COPP with many groups of students in a variety of settings. Only results of the data analyses are reported in this section; implications are discussed in the next section.

Instruments. The vast majority of the students believed the COPP was easy to take and understand. However, more than four out of ten students believed the COPP did not include careers or jobs that were of interest to them.

Implementations. In general, students believed an appropriate amount of class time was used to complete and interpret the COPP. This is consistent with the perception of 83% of the students that the COPP was appropriately incorporated into the course. Only 34% of the students indicated they would like individual help using the results; however, when the desire for individual assistance was stated more specifically, 54% indicated they would like individual help with interpretation. Given that most students were seniors, it is not surprising that 61% indicated they took the COPP too late in their academic career.

Outcomes. Seventy percent or more of the students liked the way the COPP helped identify previous work experiences and the peer rating of attributes and skills. Only 51% of the students believed the COPP helped to identify the best suited career and 59% reported the profile of careers related to work experiences was useful. These responses are consistent with the earlier finding that a large number of students believed the COPP does not include careers and jobs of interest. Less than 50% of the students indicated the COPP encouraged them to seek more career information and somewhat more than one-third indicated they are interested in taking the COPP again.

General Evaluations. Sixty-tree percent of the students recommended continued use of the COPP in the Professional Development course. However, there was less support when students were asked if the COPP was useful for college students entering the job market (59%) and if they would recommend the COPP to other college students (57%).

To develop a better understanding of students' evaluation of the COPP, the association between recommending that other students take the COPP and a set of "influencing" variables was examined. This is reported in Appendix C. Only those associations for which the chi-square test of independence rejected the hypotheses that the variables are independent of one another are listed. The four variables found to be independent, and therefore not reported in Appendix C, were from the Implementation Category: "Like more individual help with interpreting," "Class time to complete COPP appropriate," "Class time interpreting COPP appropriate," and "Course too late in program for COPP to be helpful."

In the discussion which follows the focus is on those situations in which at least 65% of the row responses fall in a particular cell. For example, when examining the association between "Recommend COPP to other college students" and "COPP easy to take" in Appendix C, the only cell for which the response rate was 65% or greater is the cell where students responded "no" to each question. This procedure will help identify those situations in which a particular belief has a nontrivial impact on whether or not students would "Recommend COPP to other college students."

While only 23 students indicated the COPP was not easy to take, 74% of these 23 students indicated they would not recommend the COPP to other college students. Of those students indicating the COPP included careers and jobs of interest to them, 66% said they would recommend the COPP to others. (See Appendix C)

Of the six Implementation variables, only two were found to be associated with recommendations that other college students take the COPP. Of the 55 students indicating that they would like additional help using the results, 78% indicated they would recommend the COPP to other college students. However, while only 28 students indicated the COPP was not appropriately incorporated in the course, 71% of these students would not recommend the COPP to their colleagues.

In four of the six Outcomes crosstabulations, both the "yes-yes" and the "no-no" cells had response rates exceeding 65%, "COPP helped to identify best suited careers, "Profile of careers related to work experiences useful," "COPP encouraged to look for more career information," and "Peer rating helpful." This suggests that students' perceptions with respect to these four outcome measures are directly related to their willingness to recommend the COPP to other students. For example, if students felt the COPP helped identify the best suited careers, they were likely to recommend the COPP to other college students; if they believed the COPP did not help identify the best suited careers, they were not likely to recommend the COPP. It is not surprising that 91% of those students indicating they would be interested in taking the COPP again would recommend it to other college students.

The crosstabulations between "Recommend COPP to other college students" and the other two General Evaluation questions provide a check as to how well the tendency to recommend serves as an overall evaluative measure. All four "yes-yes" and "no-no" cells have response rates between 82% and 85%. This suggests that all three variables are closely associated with one another and that "Recommend COPP to other college students" is a viable measure of students' overall perceptions of the COPP.

DISCUSSION OF EVALUATION FINDINGS

Implications of the above findings need to be placed in the context of the professional development class in which the COPP was used. A number of students in the class had a well developed sense of the type of career path they wanted to take, while other students were very uncertain as to the desired career path. The vast majority of students were seeking professional/managerial types of positions and were within a few quarters of graduation. The class was more geared towards preparing students for a job search than it was towards general career education. This suggests students evaluated the COPP as a tool to help focus a job search and not as a career education tool.

It is important to note the majority of students in this pilot study (57%-63%) responded positively to the COPP as reflected in responses to the General Evaluation statements. In a similar vein, 70% or more of the students agreed that the COPP help identify previous work experiences and that peer ratings were helpful. These are clearly important elements of the COPP to the students completing the evaluations. Both of these elements of the COPP provide the student a retrospective look at themselves.

Student perceptions are less positive when the focus turns to a forward looking perspective concerning occupation/career choices. One theme emerging from the findings is that it is important for students to perceive that the various listings of occupations/careers (List of Occupations and the Table of the Required Occupational

Proficiency and Technical Skills) contain occupational titles relevant to their interests. The importance of occupational titles is supported by the finding that more than 40% of the students believe the COPP does not include careers and jobs of interest to them, and that only slightly more than half of the students believe the COPP helped them to identify best suited careers. While many students were interested in financial planning, the List of Occupations includes insurance agent (0417) and stock broker (0432). Students believed these two occupations did not represent financial planning occupations very well. Other students were interested in consumer affairs or consumer relations. The list of occupations included no clearly recognizable consumer related occupations. The significance of this issue is reinforced by the finding that about two-thirds of those students indicating the COPP included careers and jobs of interest to them would recommend the COPP to other students, while over half of those students indicating the COPP did not include careers/jobs of interest to them would not recommend the COPP.

Another significant finding is that perceptions of the usefulness of COPP outcomes is closely related to willingness to recommend the COPP to other college students. Students believing the COPP helped them identify best suited careers, finding useful the profile of careers related to work experiences, believing the COPP encouraged them to look for more career information, and finding peer rating to be helpful tended to be willing to encourage other college students to use the COPP. Students having negative responses to these outcomes tended to discourage the use of the COPP by others. It is not surprising that positive reactions to COPP outcomes is directly, and strongly, associated with an overall evaluation of the COPP.

The last significant point is that 35% to 45% of the students had a negative overall evaluation of the COPP. The extent to which is a result of students being required to use the COPP when they already have a "job lined up" or have identified a specific occupation is not clear. There is no way this can be sorted out with this data set.

INSTRUCTOR CONCERNS

The instructors of the Professional Development course encountered several concerns when using the COPP in a college setting. The greatest administrative concern related to students who were not able to complete Forms A and B before the forms were sent to be scored. The only solution to this situation was to require these students to take and score the "pencil-and-paper" version. This is not a very satisfactory solution.

Another concern, even though it never became an issue, was whether or not the COPP Profiles would be returned on time. Since this course was taught on the quarter system and met only once each week, there was little flexibility to accommodate unexpected problems.

RECOMMENDATIONS

Recommendation 1, Market Segmentation. While market segmentation is an elementary marketing concept, it must not be overlooked as the COPP is extended to new audiences. To achieve the desired level of market penetration, it may be necessary to tailor the COPP format to each audience. While the basic ideas underlying the COPP will not change from audience to audience, the way the ideas are presented should be made audience specific. It may not be necessary to develop different formats for middle school and high school students; however, it may be too much of a leap to extend a format designed for these students to college students.

Recommendation 2, Occupation Titles. If the COPP is to be positioned for use in higher education, the listing of occupational titles may need examination. This should be done from several perspectives. First, Table III (Required Occupational Proficiency and Technical Skills) and the List of Occupations should be carefully examined for wording and occupational titles that may seem strange to students. (Since using the COPP in the Professional Development Course, Table II was modified to remove many "strange" occupation/job titles.) Wording such as Versemonger, Poet, and Religionist, Clergy should be made more contemporary since few people know the meaning of versemonger or religionist. If the COPP is to achieve acceptance in higher education, it must appear relevant to students. If students perceive the COPP as not relating to them or being an out-of-date tool, they will reject it. Second, efforts need to be made to update the occupational titles included in the list. As new careers emerge, they should be included in the listing. Third, the occupational listing used in higher education should focus on administrative, managerial and professional occupations. Most college students are not interested in technical or vocational types of occupations. It is unlikely that a general list of occupations will work for all COPP applications. Application specific lists of occupations should be developed.

Recommendation 3, Computers and the Internet. If the COPP is to be widely used in higher education, its availability in a format that can be used on a personal computer is critical--IBM and Apple compatible. This would allow individual students to use the COPP in a Career Planning and Placement Office or for an instructor to use it in a computer laboratory with groups of students. The occupational title issue noted in Recommendation 1 could become a none-issue with a computerized version of the COPP since occupational title lists could easily be individualized. In addition, it would be relatively easy to include occupation specific information that could be accessed upon demand when using the COPP on a personal computer (The authors understand a CD-ROM version of the COPP will be available in late 1996).

A major benefit of the personal computer version of the COPP is that classroom applications would not be hampered by absent students. Batch scoring at a remote site, while better than hand scoring, creates problems when students do not attend the day the COPP is administered. If the COPP is available in a computer lab, all the instructor needs to do is specify a completion date and then students can complete the project on their own.

In a related vein, it is important to consider how the COPP could fit into the Internet. It may be possible to make the COPP available via the World Wide Web to potential users. There are a number of home pages on the WWW that provide career related information. The most useful is "The Definitive Internet Career Guide" which is maintained by Oakland University (http.//phoenix.placement.oakland.edu/ career/internet.htm). This Web site is a comprehensive index of career related Web sites. A Web site illustrating what is being done by Career Planning and Placement offices is the "Career Planning Process" site which is maintained by Bowling Green State University (http://www.bgsu.edu/offices. careers/process.html). This site offers general career planning information and would be a natural for an application such as the COPP.

Recommendation 3, Outcomes. Given the importance of outcomes with respect to satisfaction with the COPP, ways must be identified to make these more relevant and useful to college students. This can be addressed by using more class time interpreting of the Profile and providing individual students with opportunities for individual consultations; however, the latter is difficult when class sizes become greater than 40. For example, 30-minute meetings with each student in a class of 80 requires 40 hours. To accomplish this would require about three weeks. Other ways to increase the perceived value of outcomes relates to Recommendations 1 and 2. Career related information of interest to students is important. The computer version of the COPP will facilitate incorporation of additional occupation and career related information to help students "flesh out" the information provided by the COPP Profile.

Recommendation 4, Timing. It is important that students take the COPP early in their programs of study. Students within a few months of graduation will not find the

COPP as helpful as someone in the second year of college who is still considering alternatives and has the time to pursue a program of study consistent with career interests.

CONCLUSION

This pilot study suggests the COPP has potential for higher education applications. However, for this potential to be realized, the COPP will need to be presented in an up-to-date, contemporary format designed for the college audience. The CD-ROM version of the COPP could achieve this.

REFERENCES

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APPENDIX A

Student Profile

Student Attribute	Frequency	Percent
Option (n=166)		
Consumer Affairs	111	66.9
Family Financial Management	30	18.1
Furnishings and Equipment Retailing	18	10.8
Other/missing	7	4.2
Year in College (n=166)		
Junior	12	7.2
Senior	151	91.0
Other/missing	3	1.8
Self-Reported Income Status (n=159)		
Lower Income	5	3.1
Middle Income	114	71.7
Upper Income	40	25.2
Parents' Education Levels (n=157)		
No High School Graduates	2	1.3
Some High School Graduates	10	6.4
None Attended College	21	13.4
Some Attended College	37	23.6
Some Graduated from College	87	55.4
Grades (n=163)		
Mostly As	5	3.1
Mostly As and Bs	36	22.1
Mostly Bs and Cs	115	70.6
Mostly Cs and Ds	7	4.3

BEST COPY AVAILABLE

APPENDIX B

Student Evaluation

Instruments	Frequency	Percent
COPP easy to take (n=166)		
Yes	143	86.1
No	23	13.9
COPP easy to understand (n=164)		
Yes	113	68.9
No	51	31.1
COPP included careers/jobs of interest (n= 165)		
Yes	97	58.8
No	68	41.2
Implementation		
Like additional help using results (n=164)		
Yes	56	33.7
No	108	65.1
Like more individual help with interpreting (n=165)		
Yes	89	53.9
No	76	46.1
Class time to complete COPP appropriate (n=165)		
Yes	138	83.6
No	27	16.4
Class time interpreting COPP appropriate (n=164)		
Yes	137	83.5
No	27	16.5

BEST COPY AVAILABLE

Implementation--continued	Frequency	Percent
COPP appropriately incorporated into course (n=164)		
Yes	**136**	**82.9**
No	**28**	**17.1**
Course too late in program for COPP to be helpful (n=161)		
Yes	**98**	**60.9**
No	**63**	**39.1**
Outcomes		
COPP helped identify previous work experiences (n=166)		
Yes	**118**	**71.1**
No	**48**	**28.9**
COPP helped to identify best suited careers (n=163)		
Yes	83	50.9
No	80	49.1
Profile of careers related to work experiences useful (n=163)		
Yes	96	58.9
No	67	41.1
COPP encouraged me to look for more career information (n=164)		
Yes	81	49.4
No	83	50.6
Peer rating helpful (n=164)		
Yes	115	70.1
No	49	29.9
Interested in taking COPP again (n=164)		
Yes	58	35.4
No	106	64.6

General Evaluation	Frequency	Percent
Recommend use COPP in course again (n=160)		
Yes	101	63.1
No	59	36.9
COPP useful for college students entering job market (n=160)		
Yes	95	58.6
No	67	41.4
Recommend COPP to other college students (n=162)		
Yes	93	57.4
No	69	42.6

APPENDIX C

Association Between Recommend COPP to Others and Selected Factors*

	Recommend COPP to other college students		
Instruments	Yes	No	Frequency
	(percent)		
COPP easy to take			
Yes	62.6	37.4	139
No	26.1	73.9	23
COPP easy to understand			
Yes	64.2	35.8	109
No	43.1	56.9	51
COPP included careers/jobs of interest			
Yes	66.0	34.0	94
No	44.8	55.2	67
Implementation			
Like additional help using results			
Yes	78.2	21.8	55
No	45.7	54.3	105
COPP appropriately incorporated into course			
Yes	63.9	36.1	133
No	28.6	71.4	28
Outcomes			
COPP helped identify previous work experiences			
Yes	63.5	36.5	115
No	42.6	57.4	47

	Recommend COPP to other college students		
Outcomes--continued	Yes	No	Frequency
	(percent)		
COPP helped to identify best suited careers			
Yes	82.5	17.5	80
No	31.6	68.4	79
Profile of careers related to work experiences useful			
Yes	76.8	23.2	95
No	29.7	70.3	64
COPP encouraged to look for more career information			
Yes	82.5	17.5	80
No	32.9	67.1	82
Peer rating helpful			
Yes	66.4	33.6	113
No	35.4	64.6	48
Interested in taking COPP again			
Yes	91.2	8.8	57
No	39.0	61.0	105
General Evaluation			
Recommend use COPP in course again			
Yes	84.7	15.3	98
No	15.5	84.5	58
COPP useful for college students entering job market			
Yes	85.1	14.9	94
No	18.2	81.8	66

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*All tables significant at $p \leq 0.05$ level

UTILIZING THE COPP AS AN ASSESSMENT INSTRUMENT

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A CAREER PLANNING PROCESS FOR STUDENTS AND A GUIDANCE PROGRAM EVALUATION TOOL FOR PUBLIC EDUCATIONAL INSTITUTIONS

by
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Hospitality Management

INTRODUCTION

There are three state agencies involved in providing training and staff development to guidance providers in the state of Texas:

1. The Texas Education Agency serves as the fiscal agent and monitoring agency for K-12 educational districts and for teacher/counselor education and training.
2. The Texas Higher Education Coordinating Board serves as the fiscal agent and monitoring agency for community/technical colleges (2 year) and universities.
3. The Texas Department of Commerce serves as the fiscal agent and monitoring agency for all other types of training.

This paper provides insight as to how the Career Orientation and Planning Profile (COPP) materials are used in three unique and distinct ways through staff development and training within our state.

Staff Development and Training:

The leadership agencies in Texas provide staff development and training for professionals in the field by contracting with training specialists from universities and business to provide the identified training for practicing professionals. The University of North Texas and, in the past years, East Texas State University have been successful in contracting to provide much of the guidance staff development and training in Texas for guidance professionals and teachers. The COPP materials have been one tool utilized in this training since the introduction of COPP in the United States.

During the first year of its introduction, training was provided on its uses through regional workshops for educators throughout the state. The second year of the training monies were made available for the training of public school districts to pilot the COPP. The only difficulty identified in using the materials was the hand-scoring procedure.

After the COPP was developed into an optional computerized, scan scoring process, the materials have been introduced to educational professionals at the K-12 level, the community/technical two-year degree level for adults, and to business and industry trainers through regional state workshops and conferences. This is done to provide potential users with an awareness of the materials and to encourage the use of materials which could be utilized in educational and training programs from kindergarten to adult. With the current emphasis in the United States being placed on smoother transition from one level of education to another and then to a career, it is believed that these materials will be a major choice of guidance tools to be utilized in this educational process and system in Texas.

Teacher/Guidance Team Training and Certification:

The Career Guidance and Counseling staff at the University of North Texas has utilized the materials as a training tool and resource document in the Career Guidance and Counseling Certification and degree program for the past year. This was started several years ago but with just an introduction to the materials and little depth. This past year, with the computerized scoring, it was decided that there should be a more in depth study of the materials provided. To that end, the introduction to COPP will be an ongoing unit in the career counseling certification course **Career Information and Resources.**

The COPP materials are now introduced to prospective guidance personnel as a tool to use in various ways in their future roles as members of guidance teams in the public schools as well as in private practice counseling. This is done by first having the class participants take the COPP themselves. The activities take two class periods of three (3) hours each to complete and a third class period to discuss the participant's profiles and the uses they can identify for COPP in their future roles as guidance professionals. This provides them with an introduction to a unit on **"Self Awareness and Occupational Choices"** as a part of the course training. This effort will continue as an effort to encourage guidance professionals to utilize these materials with their students and clients.

Evaluation and Research Design:

This year in Texas, we started a training and staff development series of nine (9) workshops and conferences which included 319 educators from the secondary and post-secondary (2-year) educational institutions. The participants were responsible for providing guidance activities to approximately 569,637 students. With future funding from the state agencies, the project will be on-going for a period of four years. While the COPP materials were introduced in Year I, the COPP will be utilized in the second year (Year 1 on continued information) of the project as a component of an evaluation and research project for those guidance educators and educational institutions volunteering to participate. This past year training was provided on guidance program planning and career pathways for students as well as on the use of planners and portfolios utilized in the COPP. Year 1 of the evaluation project will be the 1996-1997 contract year. The purpose of the study will be to determine the degree to which educational personnel, parents, students, and counselor educators know about, understand, value and have implemented the state goals for Comprehensive Career Development Guidance Programs in Texas with all students in all settings. The COPP will be used as a determining factor with the targeted group. Additionally, the study will produce subjective inferences concerning possible student effects due to program participation in this project. As a result, the state and the guidance professionals will receive: (1) a baseline of where Texas schools are currently in terms of implementation, which could be used for future study comparisons; (2) data by which the state can plan future program improvement and training activities and budget priorities; and (3) a set of specific program improvement recommendations for both state and school use.

Objectives

The objectives of the proposed evaluations using the COPP as the core student assessment tool are to:

1. Determine specific plans and steps Texas schools, including post-secondary, have taken to adopt and implement the state program Goals. (This would identify how many were using or planning to use the COPP.)

2. Identify a comprehensive and descriptive baseline of school status in their attempts to implement the goals at the middle school, high school and post-secondary levels.

3. Identify and describe what factors and methods have caused certain schools to achieve higher levels of implementation than their counterparts regarding the goals. (This would also identify what role the COPP played in the factors and methods used.)

4. Determine trends occurring in the use of measurement, data interpretation, and use with students/clients. (This would assist in determining why and how COPP was or was not used in order to identify barriers in using the COPP for these purposes.)

5. Identify and describe those guidance programs that student outcomes seem to be achieved and by/ through what methods/materials including the COPP.

6. Identify and describe what schools have annual guidance plans, how developed and approved, how used, evaluated and updated in respect to the 1992 state goals, and the statewide training provided which included the use of the COPP.

7. Identify and describe trends and methods associated with group guidance curriculum, credit for guidance, graduation requirements, mentors, etc.

8. Identify and describe the degree to which counselor preparation programs are responding to the state's desire for state implementation (pre-service/ in-service).

9. Measure and describe students', parents', teachers' attitudes and commitment to guidance outcomes and states goals. (This would include their responses to the use of the COPP.)

10. Identify and describe the extent to which guidance programs are targeted towards access and equity, at-risk, incarcerated youth, handicapped, women, etc. (special populations). (The uses of COPP with these populations could be determined.)

11. Identify content specifications, established criteria, effective measurement methods, including who conducts such evaluation, how often, and by and to whom.

12. Identify and describe approaches being used to identify at-risk and those who could benefit from participation in vocational education/tech prep.

13. Identify and describe approaches schools are using to translate state's goals in areas of: a) personal and social; b) education; c) career; and d) life role development into measurable student outcomes and how measured. (This would include whether the COPP was used in these approaches.)

14. Identify and describe beneficial school articulations involved with community programs such as the Job Training Partnership Act programs (JTPA), employment service, military, and between secondary and post-secondary programs. (The descriptions would identify which articulated programs used or knew how to use the COPP in their articulation programs K-Adult.)

15. Identify and describe effective practice materials in the area of student career planning, portfolio development and use. (The COPP would be recommended for those schools needing a process.)

16. Develop a baseline of student data related to self-understanding, work experiences, interest, occupational selection ability, personality match up with worker demands, and career maturity that will allow schools/state to measure effects on students in pilot schools against like controls.

RESEARCH METHODOLOGY

The purpose of this evaluation is to determine the status of guidance and counseling programs within school-to-work efforts in Texas in relationship to the current state student competencies and program structure that govern its operations through the use of the COPP. In order to establish the status, data will have to be obtained from different sources and by different means. The sources include the Texas Education Agency's (TEA's) personnel and data banks; specific school personnel inclusive of counselors, teachers and administrator; students and parents; counselor educators and post-secondary institution's personnel and public school personnel. The data will be collected by two methods:

- Developing and sending to sample schools' counselors and teachers a marksense/information request form and customized instruments;
- Using the Career Orientation and Planning Profile (COPP) program that measures students' school to work knowledge and skills.

In order to provide organization to the major research questions, they will be listed under Texas program goals and objectives for both junior and senior high schools, secondary and post-secondary schools. The following are examples to show how the survey would relate to the Texas goals and objectives structure recommendations.

Questions Around Goals (examples only)

Q1 To what extent have all schools adopted the TEA Career Development and Guidance aspects of the 1992 Goals.

Q2 To what extent do the competencies project all guidance program elements such as a statement or purpose or mission, a philosophy, goals with related student results, a management system implementation plan, and evaluation criteria and strategies?

Q3 To what extent do schools develop annual guidance program implementation plans? Who approves them? How are they used? How are they evaluated? How and when are they updated?

Q4 What factors and processes were most effective in schools or school districts to implement the competencies in local schools? What processes were least effective?

Q5 To what extent are the guidance programs primarily preventative?

PROGRAM ELEMENTS

In order to provide structure to other important research questions, the system of five program elements will be used: (1) resources (2) processes, (3) immediate results, (4) long-range results, and (5) societal impact. All of these categories will reflect COPP use as the COPP falls into each category directly or indirectly. For example, COPP could be identified as a resource used, a process used, for immediate results to students and educators, as a method of checking for long-range results, and as a follow-up on societal impact. The COPP would be recommended for those not using it and needing such resources and tools.

Resources

Q6 What are the standardized tests and inventories being used and to what extent?

Q7 To what extent are computers, VIEW, COIN, and community resources being used to deliver guidance program results?

Q8 What funds were allocated to guidance including external funding?

Q9 How much time and how are priorities determined concerning how much time counselors spend with groups of students and with individual students, parents, teachers, or on guidance program activities?

Q10 To what extent and for what purpose do guidance personnel use specific resources including the COPP or results of COPP information in such areas as in-school JTPA programs, the employment services, and other programs?

Q11 To what extent do counselor education programs include the guidance program competencies and to what degree do they help counselors prepare for their implementation? What, if any, are trends in counselor education including materials used such as the COPP?

Processes

Q12 What are the methods, processes, or activities used to deliver student outcomes (results) (this should reflect COPP uses) and how is the effectiveness determined?

Q13 To what extent and what type of a guidance curriculum is used with students? Is there credit given and a measure of (guidance) achievement used for graduation?

Q14 What are the factors and processes used to achieve high levels of implementation?

Q15 What methods are used with culturally-disadvantaged and minority students and how effective are they? (This should reflect uses of the COPP.)

Q16 To what extent do guidance personnel use methods for early identification of potential at-risk students?

Immediate Results

Q17 To what degree are student outcomes achieved? How are they assessed and validated?

Q18 What are the commitments and attitudes toward guidance by students, parents, teachers and administrators? How are these expressed in terms of types of involvement? (This should reflect the uses of the COPP and how that involvement is reflected by each category of stakeholders.)

Long-Range Results

Q19 To what extent do the guidance program activities enable high school students to acquire skills for the successful transition from high school to higher education, work, or a combination of both?

Q20 What successful methods are used with potential dropouts? How much time is allocated for dropouts and potential dropouts?

Q21 To what extent are the state competencies achieved? How and by whom are they assessed?

Societal Impact

Q22 To what extent do school programs include long-range evaluation strategies such as follow-through or follow-up surveys or interviews?

GUIDANCE EVALUATION METHODOLOGY

Figures #1 and #2 depict the faculty and student data collection scheme over a three-year period beginning next year (September-June 1996-1997). Together they will show the following:

Faculty and Parents - Degree to which they understand how the school personnel are knowledgeable about and are implementing the goals of the Texas Education Agency (TEA). With the data base from 1996, one could then measure the effects of this training project over a 2-1/2 year period by measuring the same group and similar questions in 1999-2000. The results will then show the project impact, what still needs to be achieved and by whom.

Students - The ultimate sought outcomes of newly trained staff is improvement of services to students. Through the pre-post use of the COPP, that will measure students' knowledge and skills in the areas of self, job analysis, work experiences, career selection ability and maturity, and personality profile, the project could state the impact of the project on students in experimental schools. It is also proposed to have control schools so that a fair comparison could be drawn. The COPP is key to the success of this aspect of the study.

It should be pointed out that a by-product of both evaluation is most instructive to all parties. Students receive a COPP profile of their characteristics while faculty and parents understand the TEA goals and objectives better due to the way in which the questionnaire interprets them.

Figure #3 shows the important, but small demands on schools in each of the six regions of the project training.

Figure #4 shows graphically, the overall numbers of persons that would be involved over three years.

Figure 1
GUIDANCE EVALUATION METHODOLOGY
Articulation of Career Guidance Programs for Tech Prep and Career Pathways
Through the Use of the COPP
(6 Regions x # of Students at Each)

		Students							
Grades	**Six Regions x # of Students at Each**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**Employers**
Year I COPP Implementation • Self • Job Analysis • Work Experience • Career Selection • Appropriate Personality	Experimental 15 x 6	90		90		90		90	
	Control 15 x 6	90		90		90		90	
Year I Guidance Questionnaire • Impressions • Service Obtained	Experimental	60	60	60	60	60	60	60	60
	Control	60	60	60	60	60	60	60	60
Year III COPP Implementation • Self • Job Analysis • Work Experience • Career Selection • Appropriate Personality	Experimental 15 x 6	90	90	90	90	90	90	90	
	Control 15 x 6	90	90	90	90	90	90	90	
Year III Guidance Questionnaire • Impressions • Service Obtained	Experimental	60	60	60	60	60	60	60	60
	Control	60	60	60	60	60	60	60	60

Figure 2

GUIDANCE EVALUATION METHODOLOGY

Articulation of Career Guidance Programs for Tech Prep and Career Pathways
Through the Use of the COPP - Faculty - Guidance Questionaire

	Year 1		Year 3	
	Experimental	Control	Experimental	Control
District Level				
Administration	12	12	12	12
Guidance Staff	12	12	12	12
Curriculum	12	12	12	12
Special Populations	12	12	12	12
High School Level				
Principal	60	60	60	60
Counselor	60	60	60	60
Teacher	120	120	120	120
Parent	120	120	120	120
Employer	60	60	60	60
Junior/Middle School Level				
Principal	60	60	60	60
Counselor	60	60	60	60
Teacher	120	120	120	120
Parent	120	120	120	120
Employer	60	60	60	60
Postsecondary Level				
Dean	12	12	12	12
Student Services	24	24	24	24
Instructors	48	48	48	48
Employers	60	60	60	60
Counselor Educators	30	NA	30	NA

Figure 3
GUIDANCE EVALUATION METHODOLOGY
GRAPHIC OVERVIEW
School Participation

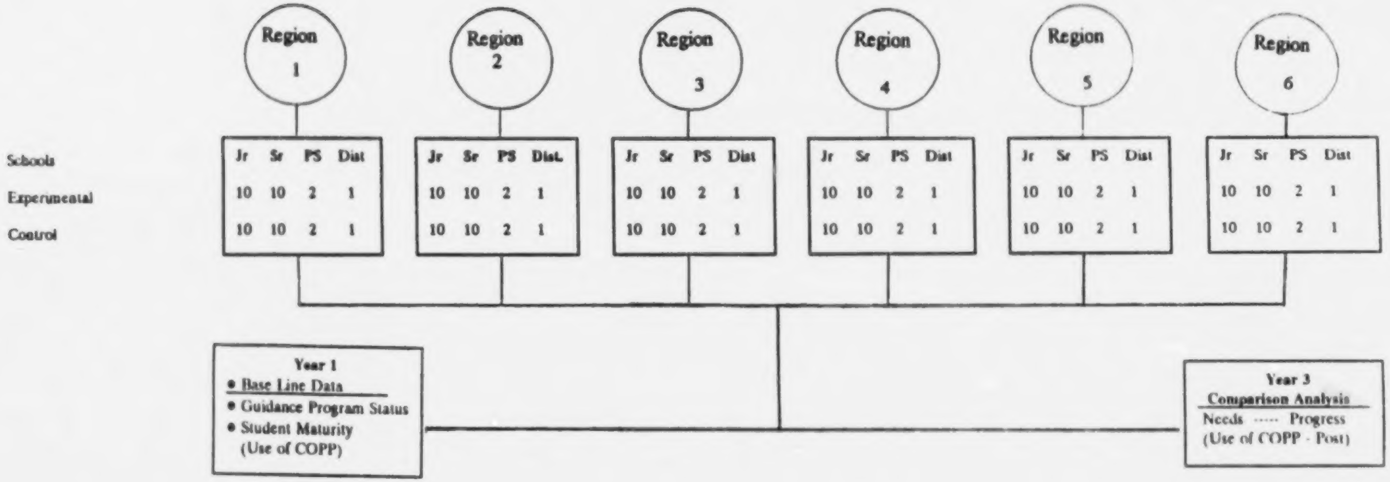
Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Schools
Experimental
Control
Jr Sr PS Dist
10 10 2 1
10 10 2 1
Year 1
• Base Line Data
• Guidance Program Status
• Student Maturity
(Use of COPP)
Year 3
Comparison Analysis
Needs ----- Progress
(Use of COPP - Post)

Figure 4
GUIDANCE EVALUATION METHODOLOGY
Summary Number of Participants

ITEM Guidance Questionnaire	Year 1			Year 3			Grand Totals
	Experimental	Control	Year Totals	Experimental	Control	Year Totals	
• Adminisrators	144	144	288	144	144	288	576
• Guidance/Student Services	144	144	288	144	144	288	576
• Teacher/Instructor	288	288	576	288	288	576	1152
• Parent	240	240	480	240	240	480	960
• Student	360	360	720	360	360	720	1440
• Special Pop. Coordinators	12	12	24	12	12	24	48
• Curriculum Leaders	12	12	24	12	12	24	48
• Counselor Educators	30		30		30	30	60
TOTALS	1230	1200	2430	1200	1230	2430	4860

Figure 5

SAMPLE DATA COLLECTION SCHEME
SOURCES OF DATA
NUMBERS OF RESPONDENTS
(Urban, Suburban, Rural)

	Elementary Schools	Middle/Junior High Schools	Senior High Schools	Regional Service Centers	Postsecondary Institutions	Special Programs	Counselor Educators
Data Questions	SPCTA	SPCTA	SPCTA	SPCTA	SPCTA	SPCTA	SPCTA
Q1							
Q2							
Q3							
Q4							
Q5							
Q6							
Q7							
Q8							
Q9							
Q10							
Q11							
Q12							
Q13							
Q14							

Types of data collection to be filled into the cells above:

1. Questionnaire
2. Document Review
3. Site Visitation
4. Phone Interview
5. Phone Interview (unstructured)

Codes:

S = Students
P = Parents
C = Counselors
T = Teachers
A = Administrators

Year I - 1996-1997

Guidance Questionnaire:

Determination (Base Line) of implementation progress toward Texas Guidance Program standards (knowledge, attitudes, expectations, advice, etc.). Cross Analysis between staff, parent and students will provide project with insight into training needs and current status.

Student Career Interest, Self-Knowledge, and Maturity:

It is intended to establish a small baseline on students at each grade level across five COPP indices important to Tech Prep, guidance and school-to-work. From the base line, school personnel can determine priorities for new implementation and resource allocations. Staff can use this COPP base line to personalize guidance delivery to all students at any grade level.

Year III - 1999

If first year data is collected then the data collected from the same or like people in Year III will provide a number of insights such as: effectiveness of project training, status of needs, attitudes and implementation methods, trend analyses of what progress for what clients in what grade are, etc. State staff could then measure the value of this project, determine if it should be continued in some way, see what worked and what did not work, and plan next training investments.

When this program, including the administration of the COPP, is given a second time, 2 - 2-1/2 years later, staff can compare guidance program effects, points needing attention, and conduct career maturity trend analyses for the annual planning process.

SUMMARY

The leadership of the state agencies in Texas and the Career Guidance Staff at the University of North Texas believe that the varied uses of the COPP discussed here are benefiting the students in all programs in all settings in Texas and look forward to the results of the described study in the coming years. It is further believed that the value of the COPP to student career maturity, parent involvement in career guidance, and teacher knowledge of student data will be demonstrated to be very effective. Additionally, the COPP will demonstrate its power to measure the effects of new and improved career guidance methods.

UTILIZING THE COPP FOR SCHOOL-TO-WORK INITIATIVES

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SCHOOL-TO-WORK OPPORTUNITIES ACT NEBRASKA'S ALLIANCE FOR LEARNING AND THE CAREER ORIENTATION AND PLANNING PROFILE

by
Dr. Evelyn Lavaty, Director
Guidance and Counseling
Nebraska Department of Education

Nebraska is a rural Midwestern state with a population of 1,578,000 with a boundary encompassing 75,227 miles. Of Nebraska's 93 counties, 78 (or 73%) are classified as economically depressed, based on funding formulas used by the United States government. While the State's unemployment is low, skilled positions remain unfilled and underemployment is prevalent statewide. There are few low-tech jobs in service industries that can support a family above the poverty level.

Nebraskans pride themselves on the State's national testing results, because they indicate that Nebraska's schools are producing students who consistently score high enough on the American College Testing and Scholastic Aptitude Test batteries to rank the State among the top five or six in the nation. These rankings are misleading. The test scores do not represent achievement of those students who do not take such tests (89% do not take the SAT). While approximately 60% of Nebraska high school graduates enroll in four-year postsecondary institutions, only about half of those who enroll at the State's largest institution, University of Nebraska-Lincoln, graduate within six years. In the past, we could live with a system that produced such results. The job market could absorb the unskilled and semi-skilled worker, but this is no longer true.

No longer can Nebraska be content with secondary schools that concentrate on only college preparatory sequences. In the past, those students whom the curriculum did not serve could find employment on family farms and in low-tech positions with the agricultural service industry. Today, fewer farmers are needed, and the best of those who remain are technically skilled, computer literate, economically astute, and internationally attuned. And, there are no jobs behind the boarded-up windows lining the main streets of many Nebraska towns and villages.

Agriculture is the backbone of Nebraska's economy and its largest industry, accounting for 25% of all jobs in the State. But the nature of agriculture bears only slight resemblance to that practiced earlier in this century. The small family farm is as much an anachronism today as were the teams of oxen that first broke the prairie sod. In its place is the highly mechanized and specialized family corporation that manages 1,000 or more acres of farmland--and does so with significantly fewer workers than ever before. The nature of employment has changed as well, with only one in eight agriculture workers engaged in farm production. The remainder are in such diverse areas as science, engineering, marketing, merchandising and sales, education, and communication. Nebraska is changing and its education must change also.

Nebraska's educational community recognizes the need for a greater emphasis on agriculture-related careers and the solid grounding in academic subjects needed to prepare students for these careers. A major opportunity exists for health-related occupations, particularly in rural Nebraska. Nebraska rural communities report a shortage of health-care workers. Opportunities in health-related fields include bio-medical equipment technician, medical laboratory technician, medical records technician, medical assistants, and occupational therapists, to name a few.

Historically, the state's work force has been highly productive and, in most instances, remains so. National studies and the Nebraska Training Partnership surveys suggest, however, that workers in the future will need higher levels of basic job skills and job-specific skills than were required in the past. That need comes at a time when a number of Nebraska employers report a decline in their job applicants' and entry-level employees' work ethic. Consequently, education and job training will be even more important in the future to a competitive Nebraska economy.

Nebraska clearly must do a better job of preparing all students for successful participation in an increasingly technological, economically interdependent world society. Teachers, administrators, and communities must eliminate those differences that separate academic and vocational education. To do so, we must turn aside the massive force of tradition that led us to develop programs designed to educate the best and forget the rest. All students must be able to apply theory to solve real problems in real situations. All students must possess skills needed for emerging employment opportunities.

Nebraska's Alliance for Learning, School-to-Work initiative, is built upon and integrates the strengths of the State's existing education and training programs with the dynamics of the workplace of today and tomorrow. This comprehensive statewide system is designed to produce systemic change in the way students are prepared for work. The system will increase opportunities for quality work-based learning linked with high performance school-based learning to influence the manner in which all youth are prepared for a job in a high skill, high wage career. The system will also raise students' expectations for further education, training, and commitment to life-long learning. In designing its system, Nebraska faced some unique problems, particularly geography and a political culture emphasis on local control. Time, distance, and transportation represent the utmost challenges for true statewide system development and expansion.

Nebraska has a tradition of local control and flexibility in implementing economic development, workforce quality, and education initiatives. Since schools in Nebraska are locally controlled, the state cannot mandate changes. Rather, it was necessary to design a system that would effectively motivate change.

Nebraska's vision gives students many more options for completing their secondary education, and more structured pathways that lead to work through postsecondary education. Giving more students choices require that we give students more information so they can make good career decisions. Students will need to exercise their choices starting at the end of their 10th grade experience. Students will require appropriate information to make a good choice of programs.

For the past decade a myriad of federal legislative acts have emphasized the importance of vocational/career assessment for students having special needs. Included in this legislation is P.L. 94-142, renamed the Individuals with Disabilities Act of 1990 (P.L. 101-476), the Carl D. Perkins Vocational and Applied Technology Act of 1990 (CPA) (P.L. 101-392), and the Americans with Disabilities Act of 1990 (P.L. 101-336).

The heterogeneous nature of the special needs population, coupled with mandates, have encouraged states to develop systems to assure that a vocational/career assessment process is occurring. Unfortunately, it has not always been recognized that if the assessment process is good for students with special needs, it should also be good for all students--that appropriate educational placement decisions can be made, that the procedure aids in determining which students can benefit from vocational education, and which occupational areas should be investigated prior to course selection. The process should not serve to screen students out of skills training programs, but help to determine appropriate program placement.

To help students make the decisions to choose a flexible career major that is both realistic in terms of the labor market and appropriate to their interests, aptitudes, abilities, and aspirations, comprehensive programs of career guidance and counseling must be afforded every student grades K-12. In addition, all students enrolled in a Nebraska school-to-work pathway is offered a broad array of guidance and student support services.

Each Nebraska school-to-work pathway will extend systematic, intensive, and individualized job placement or educational placement and follow-up services after completion. All students are expected to complete a school-to-work career pathway once the system has become fully operational in the local partnerships, including students with disabilities, the disadvantaged and at-risk students, students of diverse racial and ethnic backgrounds, and women interested in entering careers that are not traditional for their gender.

All students will be affected positively through this systemic approach. School-to-work opportunities assist students in making the transition from school to a high skill, high wage career, and increase their opportunities for further education and training.

In a 1993 survey of Nebraska schools, 25 career assessment instruments, which have been found to be frequently used nationally, were listed in the questionnaire. The opportunity was provided to also list other instruments being used in the schools. The result was an additional 41 assessment instruments identified as being in use. In reviewing the survey results it was notable that many instruments were used at an improper grade level or used with inappropriate populations. A follow-up telephone survey revealed that the assessment instrument results were reported to students at the time of administration then filed in the students' folders and rarely used again. In other words, there was no career planning done, no systemic building of student plans, and no student-centered system of keeping assessment and planning documentation. This situation indicated a need of a new method of assessment, planning, and documentation of student planning.

The advent of the School-to-Work Opportunities Act opened the door to a new way of thinking about students' needs in career planning. The School-Based Learning Component of the Act specifically calls for career awareness, career exploration, and counseling. It also implies a previous involvement in career decision-making by the student by requiring "the initial selection of a career major not later than the beginning of the 11th grade."

Implementation grants to states asked states to describe strategies and methodologies for expanding career and academic counseling in the elementary and secondary grades, which could include linkages to career counseling and labor market information services outside the school system. Partnerships between schools and employers, academic and vocational education, secondary and postsecondary institutions and schools, and community/state agencies form the foundation for program activities. The clear expectation through the Act is that career development shall be a systemic process integrated into the educational program from the elementary levels through the placement of the students into employment.

In the search for an assessment process that would meet the needs of all students and have value for sustainable systemic change, several criteria were identified. The process should:

1. Identify the assessment relationship to instructional strategies.
2. Improve the quality of education and learning.
3. Increase student motivation and uplift student attitudes.
4. Benefit an interdisciplinary curriculum.
5. Be easily documented.
6. Be adaptable for student long-range planning.
7. Address the importance of parental involvement in the career planning process.
8. Encourage high academic standards and classroom learning relevant to the work place.

The Career Orientation and Planning Profile (COPP) was the only program/process identified that would meet all the criteria in a logical, sustainable manner. The question became "How is the COPP going to be introduced to the school-to-work implementation projects?" There are 686 K-12 districts in Nebraska ranging from a student population of 25 to 45,000. Three hundred, seventy-nine of these districts have grades K-12. The balance are small, rural, elementary only schools. The first implementation dollars to be used in the State were given to 12 partnership sites. These included large partnerships that involved 30 to 40 schools to several projects that involved only one school district. A technical assistance proposal was made to the national School-to-Work office, and funded, to have an assessment conference displaying the COPP to these first implementation sites. One hundred counselor/teacher teams were invited to a one day conference to demonstrate the COPP and all of its entities. As a result, a number of schools were determined to implement the COPP in their school-to-work projects.

The second question was "How do we provide technical assistance to the COPP implementation sites?" The demographics of the State prevent one person from the State Department of Education being available to all schools. This problem was overcome by asking six individuals, who were already COPP users or assessment specialists on the two-year community college campuses, to fill the role of technical assistance providers. These six individuals are strategically placed geographically so that each sector of the State is covered.

In 1996, the second phase of implementation grants will be funded in the State. The same process will be maintained. New school-to-work implementation site schools will be invited to a COPP users conference. As more schools are involved in the school-to-work system the COPP will be introduced annually until it becomes part of a state-wide system. This will give continuity to the school-to-work efforts and also, hopefully, provide data for a study of the outcomes of the school-to-work system in Nebraska, answering the question, "Does systemic change really make a difference in the outcomes for students in the world-of-work, and do students have job satisfaction based on their career planning efforts?"

In addition, a COPP professional development one day workshop will be provided to school counselors as pre-conferences to the Nebraska Counseling Association's annual conferences. The intent is to blanket the State with opportunities to learn about, and implement the COPP.

In summary, Nebraska is committed to train, disseminate, and pilot test the COPP to determine how it might:

1. Provide a K-14 systematic and developmental approach to the career development needs of youth and adults.
2. Best determine subject area delivery, grade levels, and by whom.
3. Impact gains in the area of (a) career knowledge, (b) self understanding, (c) career maturity (readiness), (d) knowledge of worker attributes in the field of interest, and (e) the degree one has appropriate experiences of work.
4. Serve as a self-reporting measurement of competency attainment required by school-to-work.

5. Serve as a primary counseling tool and personal data base for the counselor, teacher, parent, and student.

It is our expectation that by the end of the 1997 school year, the State will have tested the COPP in a sufficient number of schools and settings to determine what benefits the program will contribute to Nebraska's guidance and school-to-work efforts.

COPP UTILIZATION WITH ADULT POPULATIONS

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USING THE CAREER ORIENTATION AND PLANNING PROFILE (COPP) AND THE MYERS-BRIGGS TYPE INDICATOR (MBTI) TO STRENGTHEN ADULT STUDENTS' KNOWLEDGE OF SELF AND OF THE WORK WORLD

by
Dr. Josephine Hayslip, Career Transitions

INTRODUCTION

The Myers-Briggs Type Indicator (MBTI) and the Career Orientation and Planning Profile (COPP) are two compatible assessment instruments that have a great deal in common. The following attributes describe some of the commonalities of both instruments.

1. Each can be administered in classroom setting.
2. Each can be self-scored within the classroom setting and results can be immediately applied.
3. Each has a large data base and has been or is being well standardized in both the United States and in Japan.
4. Each assessment instrument yields information that is non-threatening and immediately useful as the student or client plans his or her career path.
5. Each instrument has the clear objective of assisting students in their understanding of themselves and how they relate to others and to the world of work.
6. Each instrument has a number of references to the occupations that are listed in the Dictionary of Occupational Titles (DOT) produced by the U.S. Department of Labor.

The Presenting Problem

In the Spring of 1992, the unemployment rate in New Hampshire was one of the highest in the nation. A number of programs were implemented to encourage unemployed individuals to seek employment in occupations that they may not have considered previous to their current unemployment. One of these programs titled: "Access to Careers and Training" (ACT) is co-sponsored and co-funded by the New Hampshire Division of Human Services and by the New Hampshire Job Training Council. This important training program is designed for individuals, mostly women, who are not, but could be or will be, eligible for the Job Training Partnership Act (JTPA) Programs.

Currently the Career Orientation and Planning Profile is being field tested on middle/junior high school students, high school students, and secondary vocational education students. This study began to look at an adult population with the implication that it is never too late to identify one's life/career goals. Working with three groups of ACT students, all of whom were women, the research design intended to determine whether using the Career Orientation and Planning Profile (COPP) and the Myers-Briggs Type Indicator (MBTI) would enable adults to make better career choices the second time around.

The COPP

The Career Orientation and Planning Profile (COPP) (Drier, et. al. 1991) has been adapted from The Fukuyama Profile (Fukuyama, S. 1988) which was originally developed and widely used in Japan after World War II. The COPP, field tested in the United States in 1991 - 1992, is designed to help students and adults to appraise three factors that determine the ability to select a career/ occupational choice in a methodical manner.

The process of making a sound career decision consists of: 1) an analysis of one's own personality attributes that relate to an occupation; 2) an analysis of the occupational requirements and opportunities; and 3) the ability to obtain suitable exploratory experiences through occupational tryouts. A profile is derived from five indices and is a representation of the student's/client's ability to systematically pursue his or her career interests.

The COPP can be used to teach knowledge about occupations and to show students/clients which specific occupations match their interests and other personality attributes. The COPP uses the student's/client's past experiences in the area of the occupation under consideration as a way to measure future success in that occupation.

The MBTI

The merit of the theory underlying the MBTI (Myers, I. B. 1991) is that it enables us to expect specific differences in people and to cope with the people and their differences more constructively than we otherwise could. Briefly, the theory is that much seemingly chance variation in human behavior is not due to chance; it is in fact the logical result of a few basic, observable preferences.

These preferences have been validated over a number of years by sampling a variety of people in a variety of occupations. The resulting Atlas of Type Tables gives a number of these occupations in a format that can can be compared with individual's occupational choices and may be used a predictor of work satisfaction.

The basic assumption when using the MBTI in career counseling is that one of the most important motivations for career choice is a desire for work that is intrinsically interesting and satisfying. No occupation provides a perfect match between type preferences and work tasks, but good occupational choices can prevent mismatches.

Clients should never be discouraged from entering an occupation on the basis that they are "not the type." If that occupation, however, is seldom chosen by people that are not their type, it is prudent for them to investigate their chosen occupation carefully. Being in a situation of consciously chosen difference can be very positive and may bring new and valuable viewpoints to that occupation.

Isabel Myers, one of the creators of the MBTI, has identified work expectations for each preference:

> Extraverts: Work that interacts with a succession of people, or with activity outside the office or away from the desk.
>
> Introverts: Work that permits some solitude and time for concentration.
>
> Sensing types: Work that requires attention to detail and careful observation.
>
> Intuitive types: Work that requires a succession of new problems to be solved.
>
> Thinking types: Work that requires logical order, especially with ideas, numbers, or physical objects.
>
> Feeling types: Work that provides service to people and a harmonious and appreciative work environment.
>
> Judging (decisive) types: Work that imposes a need for system and order.
>
> Perceptive types: Work that requires adapting to changing situations is more important than managing them.

Description of Test Population

To be eligible for the ACT program, candidates needed to be unemployed or underemployed and currently receiving or eligible for Aid to Families with Dependent Children (AFDC). They needed to be available to attend classes for five hours a day, four days a week for six weeks. As they moved through the program, their instructor (in all three situations, a social worker) created a safe and caring atmosphere within which they explored their own self esteem as well as the world of work. The groups were similar in that they understood that, once committed to the program, they were required to attend, they were expected to participate in all of the events presented to them, and that, at the end of the six weeks program, they would graduate with a completely developed, implementable career plan.

Although three groups were identified, there were two program leaders; groups one and two had the same leader.

1. A capital city population of fifteen ACT program participants, henceforth referred to as ACT I.
2. An urban population of ten ACT program participants, henceforth referred to as ACT II.
3. A rural population of twelve ACT program participants, henceforth referred to as ACT III.

Procedures

The Career Orientation and Planning Profile (COPP) and the Myers-Briggs Type Indicator (MBTI) were administered in different combinations over a period of two three-hour sessions each to three adult populations, all women, who were targeted for employment. One population of 15 women (ACT I), took the COPP; a second population of 10 women (ACT II), took both the COPP and the MBTI; and a third population of 12 women (ACT III), took only the MBTI. Every effort was made to match these populations in age, sociological background, family circumstances, etc. However, due to the vageries of the admissions guidelines, there was a substantial difference among these factors.

The premises, or hypotheses, of this research are that one of the three procedures would (a) produce a more complete set of plans as evidenced by the entries on "My Career Planner" (or on the planning instrument developed by the ACT Program), and (b) identify a more positive attitude towards job seeking and job finding on the part of the participants through their identification of a specific set of outcomes.

Each instrument, the COPP and the MBTI, is an interactive, self-scoring, user-friendly procedure that yields instantly useful results. Each participant had an opportunity to integrate the results with other information and experiences that she had assembled including but not limited to current labor market information.

Administration

During the second week of each six week program, the researcher attended the class for at least a half day, administered, then assisted with the scoring and interpretation of the instrument(s). The leader then attempted to standardize the procedures. However, since each group received a different mix of instruments, this was a little difficult.

1. ACT I, the capital city population received only the COPP.

2. ACT II, the urban population, received the COPP and the MBTI.

3. ACT III, the rural population, received only the MBTI.

All three groups also received copies of the "Career Planner" and "Career Portfolio", instruments that enable participants to record all career information gleaned throughout their ACT Program.

All participants had received a battery of standardized tests including achievement, aptitude and interest. Yet they enthusiastically participated in the COPP and/or the MBTI. The researcher has every reason to believe that the results from these groups can be entered into any adult population data bank that is being or will be generated by the COPP developer.

Although the COPP has an accompanying Career Planner and Career Portfolio, the ACT Program has its own Career Planning instrument which resembles an application for employment or college. As it turns out, most of the students' plans included further education; those plans not only included a college application but also a financial aid application. The ACT Plan is drawn up by the student with the assistance of the program facilitator and presented to a panel which include persons representing agencies that will continue to financially sponsor the students. Depending upon the contents of the plan, agencies represented on this panel included the Division of Human Services, the Department of Labor, and the Department of Education, Division of Vocational Rehabilitation in New Hampshire.

Interpretation of Results

The data resulting from the three populations was analyzed by comparing the original choice to the final choice of each participant. With the assistance of a graduate student who works with the Veterans Administration and is an expert in data analysis and interpretation, the original and final categories of occupational choices were classified according to the general theme scales using Holland's Typology: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The following chart is the result of comparing the initial and final theme choices.

	ACT I	ACT II	ACT III
Realistic	1--2		0--1
Investigative	3--2	1--1	2--1
Artistic	3--2	1--0	
Social	4--5	6--5	4--3
Enterprising	1--1		
Conventional	3--3	2--4	6--7
Total Participants	15	10	12

The percent of the three populations changing occupational preferences reflective of the different themes are as follows: ACT I: 53%, ACT II: 30%, and ACT III: 25%.

Conclusions

From this limited data, one might speculate that the treatment that made the most difference is the COPP by itself, the application in ACT I. Although it may not be appropriate to make this assumption based upon such small populations in each group, the results do indicate that the COPP in and of itself did make a difference (53%) between the original choice and the choice of occupational training the participants entered at completion of the ACT Program. Although change for the sake of change is not necessarily good, this researcher's interpretation is that, where change did occur between occupational themes, the final selections made by the participants were more appropriate than the original selection.

The research was performed on a very small population (N=37). Although the three groups were quite similar in their needs and backgrounds, they differed greatly in demographic location and access to specific training opportunities. In the case of ACT III (N=12), for example, because the participants had limited transportation, the availability of training opportunities were quite narrow.

The researcher requested written feedback from the three separate groups about the COPP and MBTI instruments. This feedback is provided in narrative format in APPENDIX A.

SUMMARY AND RECOMMENDATIONS

A training session on how to administer and interpret the COPP needs to be available to the program facilitators, the instructors of the ACT or similar programs. The instructors should be the administrators and interpreters of the instruments, so they can own the process, integrate it into the entire process, and carry through with the planning documents.

More time needs to be taken with the COPP and the MBTI. With so much else going on, there was a great deal of stress to squeeze the instruments into the classes.

The groups need to be matched more appropriately. The researcher speculates that the results would be different if the three treatments were applied to match urban or matched rural populations where the training opportunities were more comparable.

Although most students who took the COPP found it very helpful (see comments, APPENDIX A) some of the items were confusing and needed a great deal of dialogue. The researcher understands that this has been attended to and that a machine-scorable version is now available.

This researcher recommends that a complete program including the newly revised and standardized COPP and the standard MBTI certification program be developed and incorporated into a combine training program for adults who are reentering the job market or are entering the job market at a nontraditional age level. Although further research needs to be conducted on AFDC adults, other adult populations need to be able to take advantage of the combination of these two instruments.

Finally, if the results of this research can be extrapolated to other adult populations, the COPP by itself can be used to address the career planning needs of similar adult groups or individuals. The COPP has been developed as a relatively inexpensive, complete package to administer and to interpret. The assessment instruments (Forms A and B and the Summary Profile) are accompanied by a Career Planner with its own Student Guidebook and a Career

Portfolio. The assessment instruments can be hand-scored or machine-scored and become the property of the adult who is in the process of developing a career plan.

New Research in 1995

The researcher has continued to work with adult populations, and has become particularly interested in the Adult Tutorial population of the Adult Basic Education Program (ABE). In this study, we are asking each tutor to take the COPP and then to administer the COPP to their students. In at least one situation the student read below the third grade reading level; the tutor worked through the COPP reading to the student whose comprehension level was about fifth grade. Together they made it work. Although it is very early in this experience and there have been many stops and starts, the COPP appears to be a useful instrument in assisting this population to develop self esteem at the same time that they are learning to read, write, compute and job hunt. This researcher is still working with the tutors and their students and hope to continue. There is still much to do.

Six students enrolled in a summer Career Counseling graduate class also selected adults to take the COPP. Once again self esteem appears to be a most valuable gain in the process. Like the ABE tutors and their students, the process of determining work that they have accomplished, their ability to know themselves, and the opportunity to learn more about a career or career cluster - the process parts of the COPP - far outweigh the product, the results. In each of these populations, those who took the COPP were much more interested in the process than in the results.

APPENDIX A

Participants' Comments
Describe how you will use the information and interactions from this workshop in your life/career:

ACT I - Career Orientation and Planning Profile (COPP) only (15 women)

- It puts everything in front of your eyes.
- It helped pick out skills we have that we take for granted.
- Showed that I was not only interested in my chosen career, but also qualified.
- Helped cement career plan.
- I will weigh things out, separate items in the columns, would research, then go for it.
- I will use the Career Portfolio to keep information I need for work and/or school.
- The Career Portfolio will be useful in a career search.
- I am already using some skills exercises to search out my career choice.
- I will use it as a guide for future decisions on the jobs or careers I choose.
- It would be a good source to go back to with more input and information.
- It helped me decide what steps I need to take in order to complete my education and be successful in my career.

ACT II - Career Orientation and Planning Profile (COPP) and Myers-Briggs Type Indication (MBTI) (10 women)

- This program provided me with information that will be like a tool to me.
- I know where my strengths lie and what I am capable of achieving in my future goals.
- These indicators made me understand myself a little better.
- If I choose to change my career, I will definitely go back to this information.
- I have learned how to use my transferable skills in schooling and also at my job goal.
- Use them for my future plans in college or work.
- They were very helpful in how well you know yourself.
- I found it to be very useful as far as what interest, abilities and values I have and how to apply it towards the career of my choice to help me grow and be the best employee I can.
- I will use them in my career, because this showed me that I can do what I thought was impossible.
- I will use the information for my abilities to further my life dealing with work.
- I know my values and interest.

ACT III - Myers-Briggs Type Indicator (MBTI) (12 women)

- Found out what my interests are in the medical field.
- Helped me and gave me the hope and encouragement for my life and career.
- Remember to keep asking questions and find the information you need to follow through on anything.
- I (used) this information to find out where my interest were and what kind of person I am, which will be useful throughout my whole life.
- I am going to go to MacIntosh College for a year in office management.
- The information stimulates good conversation amongst the students about self-awareness.
- A good tool to look at one's own self and how this plays into our decisions.
- Going on to college and making better choices. Knowing the information will make the choices easier.
- I will use all information when planning my career.
- I feel better about myself and I found it useful using it as a group.
- I will go to college and get more schooling.
- I'm going to find the job career that I talked about.
- They helped me decide what kind of a career I want and what I have to do to get started in that career.
- It was all useful. I can use any type of information on careers.

SUMMARY OF COPP WORK WITH ADULTS - AUGUST 1996

1. Three different populations - all very small:

    1. 25 women in Access to Careers and Training Program (ACT) - Summer 1992
    2. 12 Adult Basic Education (ABE) participants, 6 tutors and 6 students - Summer 1995
    3. 6 Adult students identified by Career Counseling (CC) class members - Summer 1995

2. Differences:

    - Researcher personally administered the COPP to the ACT group in 1992.
    - Researcher taught the ABE and CC groups to administer the COPP to their adult participants in 1995.
    - ACT and ABE groups can be classified as disadvantaged. CC was not.
    - ACT groups used early version (hand-scored); ABE and CC groups used machine scored version (which was hand scored by researcher).
    - ACT groups significantly changed their career goals (see worksheets - Attachment 1). Although they generally stayed in the career cluster, their career choice appeared to be more realistic.
    - ABE group has not yet done enough follow-up with their tutors to determine whether their career choices are realistic. In all but one instance, the CC group reported that the COPP helped to validate a career choice that they had already made. The one different individual put herself back onto a career exploration path.

3. Similarities:
    - Most of the adults reported that they learned a process for career decision-making that, whether augmented by other instruments or not, was helpful in making appropriate career decisions.
    - Most of the adults described that they felt validated by the job analysis factors.
    - Participants became much more aware of jobs that they had done in and out of school that were meaningful and valuable.
    - Most of the adults described that they also felt validated by the self-analysis factor; they reported that another person, the peer evaluator, believing in them was helpful to their self-esteem.
    - All of the adults reported that the process was more important than the product.

4. Outcomes and recommendations:
    - Adults need reading and comprehension abilities above the third grade level. Many of the ABE adults that

the tutors tried to work with became discouraged by the vocabulary and refused to complete the instrument.

- ABE tutors who did successfully work with their students did work as an add-on instead of an integrative activity. The COPP needs to be seen as an integral part of a program and not an add-on.
- The COPP needs to continue to be researched with a variety of adults in a variety of settings.
- The COPP has a great deal of potential for working with disadvantaged adults - a population that is frequently overlooked in norming groups.

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UTILIZING THE COPP WITH GIFTED AND TALENTED STUDENTS

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THE EFFECTS OF THE CAREER ORIENTATION AND PLANNING PROFILE ON THE ABILITY OF GIFTED 8TH GRADE STUDENTS TO LEARN A PROCESS OF CAREER PLANNING AND CAREER DECISION MAKING

by
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INTRODUCTION

Research affirms that gifted students need careful, involved and extensive career guidance. They need assistance in developing and learning a process of career planning and decision-making that can serve them for life. The process involves specific steps in career planning and decision making which can be delineated and validated. It involves awareness and understanding of aptitudes, interests, abilities, and motivations that relate to occupations.

Research findings support the need for research to assist gifted students to enhance their knowledge of a career planning and career decision-making process. Research also supports the importance of addressing problems that relate to career planning for the gifted.

The intent of this study was to investigate whether students who experience taking the Career Orientation and Planning Profile (COPP) learn a process of career planning and career decision-making. These subjects represented 8th grade students who met criteria for being identified as gifted. The study, therefore, attempted to answer the following questions:

1. As a result of experiencing the COPP, is there a significant difference between the pretest and posttest ratings for subjects' knowledge of a career planning process?

2. Is there a significant difference between the subjects who take the COPP and those who do not take the COPP to learn and describe the process of career planning?

The career planning process was defined as an agreed-upon construct made up of four component parts. The first three components are Self Knowledge, Educational and Vocational Knowledge, and Career Knowledge and Planning. The fourth component, or Total Knowledge, is the ability to integrate and use knowledge from the first three component areas. (Fukuyama, 1988; Inaba, 1990B)

DISCUSSION

The method employed to address the effectiveness of the COPP as a career guidance tool was the administration of a pretest and posttest to four 8th grade classes of gifted students in separate school divisions. The intervention was the administration of the COPP to the experimental group; the control group received no treatment.

Four hours were spent administering the COPP to each experimental group. The allotted time appears to have been sufficient to lead to subjects' immediate comprehension, analysis, and personal use of the concepts as they relate to career planning and decision-making.

Data revealed statistically significant differences in the scores of students, indicating that the ability to learn and describe a career planning and career decision-making process may be attributed to the effects of the COPP.

Consideration of both numerical and anecdotal data lends confidence in this study. First, the content of the intervention directly addressed the career decision-making process. Therefore, it was expected to have a strong effect on decision-making. Second, the effects of an open-ended forum in which gifted students could appraise themselves was beneficial.

The magnitude and meaningfulness of the gain in test scores is reflected in an examination of answers. Question 2 asked students to list steps they think they used to plan a career. An experimental group representative answer was, "First, I would like to know the job opportunities that will be available in the future. I would like to find a job that I will be interested in."

On the posttest, the answer to question 2 was,

> "looking at (1) myself; (2) what other people think of me; (3) what I enjoy; (4) what I am familiar with; (5) how you do in school; (6) the skills you have (7) salaries (8) benefits (9) requirements."

Another student answered on the pretest,

> "(1) The first step is deciding what you want to do or be. (2) What college you are going to and work hard in school. (3) Working to achieve a high point in your

> career."

On the posttest the same student answered,

> "1. Looking at all of the careers available for me. 2. To look at my special interests and abilities for this career. 3. With a good friend, discuss my perceptions of myself. 4. Look at the experiences I have had dealing with this carer(sic), in school and out of school. 5. Look at the abilities I need to get this career and check yourself. 6. Review my abilities and figure out if this is the best career for me."

Students in the experimental groups demonstrated that the COPP was useful at the posttest. This positive response indicates the steps were learned immediately following the COPP intervention. Such unanimity of agreement might be considered to be unusual for a group of adolescents often considered to be skeptical about counseling.

The literature supports the premise that any career education curriculum must take into account the most effective educational strategies for gifted students, including: the ability to learn rapidly, to readily note relationships between ideas, to sense incongruities, and to seek and use different instructional materials and strategies. It would appear that these methods inherent in the COPP, appealed to and were effective with gifted students.

In summary, the COPP enabled students to experience career planning components. As an effective career guidance tool, the steps of the COPP can be said to have highlighted the role of and the need for a diversity of career awareness and career exploration experiences. It can be said to have enhanced self awareness and the relevance of self awareness to educational and life planning.

Student Response

Students in each experimental group came to the research situation highly motivated and well prepared for the task. Participants in the experimental schools commented positively about the opportunity to assess their own behavior and to have the open-ended forum the COPP provided to discuss problems and issues related to affective development and the way they are perceived. This appeared to alleviate one of the perceived barriers the gifted students have in enhancing their feelings of self-worth in relation to career planning.

Follow-up interviews were conducted with the art teacher of the experimental group that achieved the greatest overall score gains. The teacher reported that students exhibited interest in using knowledge about themselves their concerns, and their relationships with others. Students exhibited greater interest in planning projects that reflect their interests.

In addition, counselor and teacher observations reported that the COPP encouraged students to seek further information for use in making tentative career plans and setting career expectations. The concern of premature closure that focuses on one career cited in the literature review as a barrier for gifted students, may be said to have been addressed by this concept of the COPP.

Pretest data suggested that students in this higher-scoring control group entered the pretest situation with some apparent knowledge of traditional career guidance methods, referred to in literature as career maturity. The subjects' enthusiasm for the task and their comments indicating that they expected to leave the research situation knowing "which occupation is best for me" confirmed this observation. When students finished the pretest, their immediate concern was that they were given no "answer"; they would expect one at the next session.

CONCLUSION

1. The data implied that the COPP intervention assisted gifted 8th grade students to learn a career planning process. The higher posttest scores and comments recorded during the final session of the treatment administration documented cognizance concerning the task.

2. The COPP assisted students to identify and appraise four factors in the construct of career planning. The first, is self awareness, the ability to perceive and analyze ones' skills, interests, personality traits and the way they are seen by others. The second factor is the ability to appraise educational and vocational knowledge, requirements, and opportunities. Career information and analysis of exploratory work-like experiences is the third factor. Fourth, from the appraisal of the first three factors, students learn to combine information from the first three areas to determine the most effective approaches to developing traits, skills, and attitudes toward careers and career planning.

3. Statistical and anecdotal data supported the premise that the COPP was the intervention that provided an assessment of the way students perceived themselves and the way others see them. The concept of self knowledge, which included awareness of perception by others, was particularly important to the gifted.

4. The COPP appeared to provide a means to correlate

career options and opportunities with self and peer-assessed strengths and weaknesses, and with aptitude and ability areas.

5. The higher posttest mean scores for the concept of educational and vocational knowledge and career knowledge appeared to raise consciousness of consideration of a variety of educational and vocational opportunities. Interviews with students and teachers revealed that students have taken responsibility to gather and assess information about diverse career options and career ladders within career clusters.

6. Students learned a process to examine and evaluate career interests and to learn to explore occupations with requirements closely related to their own high ability. The COPP included appraisal of work-like experiences related to these abilities.

7. Students and teachers both reported increased understanding that school experiences must be linked with appropriate career activities of the real world.

8. Findings support that implementing the investigated strategy assisted students to identify their own goals and standards for success. The COPP appears to have supported and reinforced gifted youth to ultimately address "perfectionism" in choices, a common concern for this population (Emmett, 1990).

It is concluded that as an effective career guidance tool, the steps involved in taking the COPP can be said to enhance self-awareness and career exploration experiences and to enhance educational and life planning. In a short duration the COPP intervention does make a difference and is effective in helping students learn a process of career planning and career decision-making.

RECOMMENDATIONS FOR FURTHER RESEARCH

Researchers must continue to assess career planning strategies and career patterns that address related developmental issues for gifted students. Gifted youth must be assisted to view career decision making as an ongoing process rather than a one-time choice (Ginzberg, 1952; Miller-Tiedeman, 1980, 1988; Super, 1990).

Differentiated guidance programs that address specific concerns of gifted students are crucial. There is no research on the results of specific counseling interventions used with the gifted. New models are needed which go beyond exclusive focus on the individual. Little research has addressed the reasons for career choices or provided follow-up after carer decisions are made (Chapman & Katz, 1983; Davis, 1985; Delisle, 1982; Derdeyn, 1985; Frederickson, 1986; Kerr, 1990; Perrone, 1986).

Based on this study's results and conclusions, the following recommendations are made:

1. Further studies on the COPP should be conducted. Employing different sampling techniques and using larger sample sizes will decrease the size of statistical error and make the results more generalizable and useful.

2. Further study is needed to determine if the COPP helps teachers and counselors individualize career guidance for each student. Longitudinal research can determine whether gifted students who use the COPP are able to look at ways to select courses of study and to assess the process of making realistic choices that are relevant to their complex needs.

3. Long-term follow-up to determine the time adolescent career interests begin to stabilize is needed. While career certainty probably reflects more than simple fantasy, it does not reflect a final career decision, even in students who express definite career preferences.

4. Research is needed to understand the precise consequences of the use of the COPP as a means to consider and apply relevant new direction to the increasingly complex needs of students. The research should assess personal skills in order to understand the multipotentiality of gifted. Then the ability to think divergently and to discover creative solutions to career development needs can be learned. The cognitive operations involved in processing information about self, environment, and career exploration can be ascertained.

5. Follow-up studies should be conducted to determine if using the COPP causes counselors to structure guidance programs and to modify methods of career delivery over time. Career counseling is traditionally thought of as information-giving, interest-testing intervention, exploratory activities, and exposure to career resource materials. More research is needed for counselors, teachers, parents, and gifted students themselves to understand the precise antecedents and consequences of career planning. There is a need to study the cognitive operations involved in processing information in order to design more effective programs. This study can provide data for the growing body of research that is addressing the way counselors deliver personal and career counseling (Manuele-Adkins, 1992).

Structured interviews could determine if using the COPP increases counselor awareness of the career planning process, if they believe the intervention makes a difference in school/learning climate, and if there is difference in the gifted program setting and effectiveness as a result of the intervention.

6. Research is needed to show the results of incorporating developmental perspectives into the career counseling process. This research should be based on a thorough understanding of developmental theory and the various stages, tasks, behaviors, crises, and transitions associated with significant theories of career development. Then counselors can embrace a holistic approach to career counseling and consider it a part of social and personal counseling (Dunkle, 1985; Warnath, 1975). Studies can determine if the COPP helps students assess their situations to determine how personal and career problems interact. Appropriate counseling interventions that match developmental levels, strengths, and weaknesses can be determined.

7. Further study should be conducted to ascertain the meaning of the higher mean scores of one control group whose setting was more urban. Meanings of parental backgrounds, education, involvement in their students' education, and expectations for their gifted students could be determined. Environmental influences of the community could be studied. Educational offerings of the junior high school curriculum and middle school curriculum should be compared to determine if career concepts are included equally in each.

8. Further research on measures to assess knowledge of career development might be more definitive, despite the fact that experts reviewed the instrument used to appraise subjects' knowledge of the career planning process, and that acceptable levels of reliability were obtained. For example, the number of items on each scale could be increased, or a more detailed definition of scale items which research shows to be definitive of the career planning process could be provided. These modifications should be based on future research that more accurately defines the career planning process for the early adolescent gifted student.

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DISTRICT INITIATIVE IN IMPLEMENTING THE COPP

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HOW COPP WAS USED TO GIVE STRUCTURE TO THE ENTIRE BRUNSWICK COUNTY PUBLIC SCHOOLS' GUIDANCE PROGRAM

by

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Greetings from Brunswick County, Virginia. I am delighted to have the opportunity to speak to you concerning the effect that COPP is having on the development of the Guidance Program in the Brunswick County Public School System.

First, let me introduce Brunswick County to you. Our students live in a rural environment. Of the 16,000 persons living in the county:

- 50% have less than a high school education,
- 25% have less than a ninth-grade education,
- 45% of the general population is underemployed,
- 41% of all households have an income of less than $15,000 per year,
- 60% of the general population is African-American,
- 72% of the student population is African-American, and
- 74% of our students qualify for free or reduced meals.

This demographic information indicates some of the problems we face as a school system. More than any one factor, the low socio-economic factors create significant barriers to our efforts to prepare our students to face the 21st century. Many of our students see no hope of breaking the cycle of poverty; therefore it is very difficult to motivate the students to think about their future and reach their academic and personal potential.

This was one of the driving factors that led us to enter into a school renewal project to reform our school system. We are now in the fourth year of this process and many radical changes have taken place in the individual schools and in our division-wide programs. As part of this reform effort, we saw the need to develop a K-12 guidance program to complement the changes that were taking place in our academic programs.

After much staff development, the guidance counselors developed a K-12 program that incorporates the COPP. A representative from the Virginia Department of Education conducted a workshop with the counselors to explain the key components. The two-year process yielded the following steps in our guidance program:

- K-5 - Career Awareness, TAP (Teacher Advisory Program) Curriculum Modules, Curriculum Infusion;
- Grade 6 - Career Portfolios;
- Grade 7 - Choices Jr., Portfolio Profile;
- Grade 8 - VaView, ITBS Assessment;
- Grade 9 - ACT Work Keys Assessment;
- Grade 10 - Choices, PSAT;
- Grade 11 - College Search, SAT, ITBS; and
- Grade 12 - PUM, ASVAB, ACT Work Keys Assessment.

Career training is included in the TAP (Teacher Advisory Program) Curriculum at each grade level through grade nine. These modules are developed by teachers and presented in small groups of no more than fifteen students. The motivation factor is addressed through these training units.

The introduction of the career portfolios at the sixth grade has been one of the key components of this guidance reform project. The portfolios include student interest expressions, assessment information, test battery results, competency achievement, college/job applications, job interview evaluations, and a resume. The portfolios are invaluable to teachers and counselors in preparing students for the future.

As a result of this systemic reform, Brunswick Senior High School was selected by the Commonwealth of Virginia as one of twenty-five pilot schools for the "High Schools That Work" program. This program is designed to prepare all students for the changing demands of today's workplace. With the infusion of this program into our revised guidance curriculum, ten major themes have emerged.

- First, expectations have been raised. The curriculum has been revised to not only reflect the new Standards of Learning from the state, but also to include an expanded emphasis on communication, mathematics, and science competencies. Higher-order thinking skills are infused into all areas of the curriculum. Graduation requirements have been raised well above state requirements. For example, 90% of the Class of 1998 will complete, at a minimum, Algebra II.

The Senior Project, which will be required of the Class of 1998, stipulates that every student must present a written and oral project to a review team. This project must incorporate goals of the "major" area of study and must demonstrate competence in academic, technical, and communication skills. The use of emerging technologies is strongly encouraged in preparing and presenting the Senior Project.

- Second, a Program of Study has been developed for every student in grades 7-12. All students are required to complete a challenging four-year program of study that includes a focused "major" and incorporates, a minimum of three mathematics and three science courses, with at least two credits in each of these areas at the college preparatory level. Additional options for students have been developed while eliminating the general track of studies.

"Majors" are selected to prepare for career goals. Each "major" outlines the expected coursework over the four years, combining academic and technical training. Students are allowed to select one or two electives of their choice each year.

- Third, career guidance and counseling services are provided to all students. Emphasis is placed on the connection between skills learning in school and their goals beyond high school. Parents are required to participate in these counseling activities. Teachers are trained to include these services as part of the regular instructional program and the TAP curriculum with the counselors serving as facilitators and mentors.

- Fourth, extra time and help is provided for students to successfully complete their program of study. Semester block scheduling was implemented to allow students to spend greater blocks of time on each subject, focus on a smaller number of subjects at one time, and take additional coursework. Students now enroll in eight classes each year as opposed to six prior to this change. Resource classes are available to provide extra time for students who may need remediation or extra help.

- Fifth, the organizational structure has been implemented to allow teachers to integrate academic and technical skills. This required significant staff development for teachers, which included new ways to present the material so that the student is a "worker" who is actively engaged in the learning process.

- Sixth, time for staff development was provided for teachers. By utilizing "bank time", the number of days for staff development was increased from ten to nineteen. This allowed teachers to visit business sites, participate in Total Quality Management training, and other staff development activities.

- Seventh, assessment data is routinely used to make instructional decisions. Student assessment and program evaluation data has been used to improve the curriculum, delivery of instruction, school climate, and organization.

- Eighth, ties to the business and college communities have been strengthened. Students have been given the opportunity to "shadow" employees in their chosen career path. Each "major" has been adopted by a business or industry and representatives from these areas serve on advisory boards for each "major" area. Five teachers are selected each summer to spend one week working with the business or industry in their related area. Businesses are encouraged to participate in the "Adopt-a-School" program which allows two-way benefits and joint programs.

Dual enrollment courses have been introduced to allow students to receive high school and college credit at the same time. In areas of mutual curriculum, articulation agreements have been reached with the community college to provide a seamless transition from the high school to the college program.

- Ninth, the use of technology is strongly emphasized in all areas of study. Brunswick Senior High School has been recognized as one of the outstanding technology schools in the Commonwealth of Virginia. Over 100 school divisions have sent teams to observe the infusion of technology into the curriculum. This technology includes school-wide networks, distance learning, and telecommunications.

A new student program was introduced in 1995-96 which trains students to build and service various forms of technology, including computers. Students operate their own business and sell their products to the public. In addition, they built forty-one machines for the school system. The program will expand to include network administration training, marketing, and finance.

- Finally, parental involvement is stressed as a key component in our reform efforts. Parents are represented on all "major" advisory teams. Parents are voting members of school renewal teams at each school. Parents are more actively involved in the discipline process. They are required to participate in career development activities. Communication tools from the school have been revised and expanded to include "user-friendly" handbooks and pamphlets. The local press has been cooperative in presenting information to parents.

We are encouraged with the progress that we have seen in motivating students to think about the future. Signs of success are evident throughout the school system. Test scores have increased. Students are more actively engaged in the learning process. Teachers are stressing the relevance of school curriculum to the real world. More students are being placed in jobs that directly relate to their "major". Businesses are more involved in curriculum planning. Our students are demanding more services from the schools, colleges, and businesses. Best of all, we see more students with hope for a brighter future. We are delighted to be associated with COPP and we look forward to future successes with our students.

UTILIZING THE COPP WITH TECH-PREP PROGRAMS

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THE AREA VOCATIONAL-TECHNICAL SCHOOL'S ROLE IN CAREER ORIENTATION AND PLANNING PROFILE (COPP) IMPLEMENTATION

by
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In Missouri when you ask sophomores how many of them are going to get a four year college degree, about 75-80% will respond in the affirmative. They have heard from their parents that the only way to be successful and make good money is to get at least a four year college degree.

Many counselors are beginning to tell the true story regarding employment in the 21st century, but also, many are comfortable with college preparation because that is what they know and have done. Some counselors are not familiar with the technology skills that Business and Industry are needing in graduates. In the counselors' defense, sometimes counselors' successes are based on how many students they send to college and how many scholarship dollars they can garner for these budding degree seekers.

Based on the prediction that 20% of the jobs by the year 2005 will require four year degrees, 20% for unskilled workers and 60% or more for skilled-high tech positions, we teachers and counselors need to re-think what we are telling elementary, middle school, and high school students about training opportunities. Actually if you are considering college as including one year certificate programs, two year associate degrees and the Baccalaureate degree the 75-80% that say they are going to college, is about right.

According to the Missouri Department of Elementary and Secondary Education, out of every 100 students entering the 9th grade in 1994, seventy two will graduate. Out of the seventy two, thirty six will enter the world of work and thirty six will enter college. Out of that thirty six who started college, eighteen will drop out and eighteen will graduate. (See Appendix A)

If this trend of forty six percent of students dropping out of college or high school continues, the United States will not reach the goal of 60-65% of workers being highly skilled technicians. To compete successfully with other modern industrial nations, we need a highly skilled workforce. The typical factory job of the 1950's, '60's and '70's, if they still exist, are in third world countries where labor is cheap. Workers in the United States will not work that cheap. If we are not going to work cheap, we must work smart! We can compete with the use of high tech skills.

If the American middle class is going to survive the next 50 years, their biggest hope is obtaining skills that will enable them to earn a decent wage and good employment opportunities. At the rate we are going, we will have an over abundance of unskilled educational drop-outs and a shortage of skilled technicians. Many students need to be aware of the opportunities in highly skilled technical trades and begin working from the middle school grades toward that goal. A better job of guiding students into areas of appropriate interests and skills must be done by parents and educators. Guidance programs must use tools like the Career Orientation and Planning Profile (COPP) to motivate students to look at their interests, aptitudes and match those up with occupational requirements and opportunities that will bring a satisfying career choice.

The Area Vocational-Technical Schools (AVTS) should be the leaders in this effort to challenge more students and their parents to consider technical skills as part of their education. The Tech Prep program is the logical approach to getting the Tech ball rolling. Once AVTS's begin getting the motivated Tech Prep students, they must challenge them and not teach to the lowest common denominator. Instructors must expect more from "B" students who do not plan on getting four year degrees, but want to get into high tech programs which will pay dividends of more dollars and a challenging career position.

If AVTS's are going to give their sending schools the challenge of sending more and brighter students, they must be willing to assist in educating those students to the possibilities of high-tech employment. The COPP Program is a systematic way of helping the students see their potential and what career areas that potential fits in best.

Our efforts at Ozarks Technical Community College (OTC) in promoting COPP began with a general meeting to tell our sending school counselors about the program. OTC is a five year old, rapidly growing community college in Springfield, Missouri. The secondary AVTS administered by the college serves 20 area high schools and approximately 50 counselors. About half of the counselors attended this first meeting and twelve schools decided to adopt the COPP Program. This meeting was conducted by Mr. Marion Starr, our State Coordinator of Guidance Services. The Program cost $0.50 per student after Tech Prep funds and state funds were used to offset the cost.

Several of these schools used the COPP Program for the first time in the spring of 1996 and the fall of 1996. This usage brought questions, hence, another meeting on the state-wide level was held in Columbia with ten of our schools sending representatives. Back on the local AVTS level, we sponsored another "Nuts and Bolts" meeting to answer questions of counselors who had given the test and needed the "how to" details. This luncheon meeting was sponsored with Tech Prep funds and featured a counselor who had given the COPP for several years and our State Guidance Coordinator. As time allows, OTC's Graff Area Vocational-Technical School will have a counselor who will be available to assist area sending schools in administering the COPP.

Missouri is in the process of encouraging schools to use pathways to structure students' career exploration efforts. These pathways have been championed by the various Tech Prep consortiums across the state as a way for students to prepare for the future.

Dr. Russell McCampbell, assistant commissioner for Vocational and Adult Education in Missouri, feels like the COPP System and the six career paths outlined in Appendix B are clusters of occupations/careers that are grouped together because the people in them have similar interests and strengths. These interests and strengths can be assessed by many separate instruments on the market, but the COPP System is superior in that it integrates several factors into one comprehensive program that follows the student from elementary through junior high and on to high school. Instead of asking students "are you going to work or college?", we should ask what career are you interested in pursuing?

If the sending schools to the AVTS use the COPP in junior high and the student goes through and understands the five COPP indexes of Self Analysis, Job Analysis, Job Tryout, Occupational Selection Ability and Personality Tendency and Appropriate Occupation, then odds are that the decision a student makes in the 9th and 10th grade regarding what career pathway to follow will be fairly accurate.

This raises the question, does a 14 or 15 year old really know what they want to be when they grow up? A large majority of them if properly directed through the COPP System could know more about themselves than many 21 year old young adults who have no direction and goals because they have never stopped and taken the time to ask the questions that the COPP raises.

Tenth grade students who choose vocational-technical classes at their area school based on a talk with a friend or on the idea of getting away from their home school for a while, are costing their school districts a lot of money, if the decision is a bad one. This vocational roulette is an expensive career exploration program for high school juniors and seniors when a years tuition may cost from $1,400 - $2,000 per year. AVTS's must encourage comprehensive high schools to use the COPP System. It is economically and educationally sound.

These students who have gone through a program like COPP will make better career decisions and be more focused and less bored with their studies. Math, science and communication classes will take on a new meaning for these young people.

The Missouri State Board of Education is supporting the pathway movement and has directed by Dr. McCampbell and the Divisions of Vocational and Adult Education to develop a policy paper that will identify the following policies and suggestions for local school districts.

1. The provision of Career Pathways in local high schools on a voluntary basis for both schools and students.
2. The provision of Career Exploration at the elementary school level and the Career Awareness at the middle/junior high school level.
3. Career Pathways should not restrict a student's access to attend college.
4. Career Pathways should never be mutually exclusive from academics.
5. Career Pathways should not restrict or prohibit a student from changing from one path to another.
6. Career Pathways should emphasize academic rigor.
7. Emphasize that students perform better once they have chosen a path.
8 Have college preparatory emphasized at the upper ends of the Career Pathways.
9. Have a workforce development statement that focuses on K-12 programs.
10. Support adult education and adult training under the premise of "who can deliver it best with the most customer focus."
11. Include teacher training and staff development strategies as they relate to Career Pathways and Vocational Education.

12. Strive to eliminate programmatic approach for academic and vocational education with an emphasis on integration of the two.

According to Marlene Lozada, in a Vocational Education Journal article in December of 1995 on career clusters or pathways, students should have some type of job site experience before graduation that helps them determine if they chose the right cluster. High school graduates can then pursue their career cluster education into the university, community college or technical school. They may also choose to go right to work in a job they have already researched and tried out. Students who choose to go directly to work and are content with their choice, will likely return to some training site to upgrade their skills periodically. This planned pathway approach should lessen the number of young job applicants who hop all over the job market for two or three years trying to find their career niche. This is costly to employers who lose employees about the time they are becoming productive workers.

The Area Vocational-Technical School is the logical place for bringing together the different ideas on how we should be preparing our young people to go to work. The AVTS can be the catalyst for the change that needs to occur between business and industry, the education community and most importantly, the student and their parents.

The COPP System will help the student assess their aptitudes, interests, and experiences, then choose a career pathway that will allow them to grow into a satisfying occupation. While they are doing this, the student will realize that there are many ways of getting training for that appropriate job and they don't have to have a four year college degree. Community college certificate and associate degree programs are viable options for many students. Again, the AVTS must be at the front of this effort. Counselors may be involved in programs where students shadow adults in various career positions in business and industry. In addition to the students trying out different career possibilities, the counselors who are working with these young people must also sample the world of work in areas unfamiliar to them. Counselors need to find out what skills business and industry really need and then pass that information on to students and their parents.

The COPP System has elements in it to bring all the different groups together for the benefit of our future workforce. Business and industry must be encouraged by vocational educators to open up their places of work to students and educators for valuable work experiences; so each can have knowledge of what is needed for the next century in the workplace.

The COPP Program gives Area Vocational-Technical Schools the opportunity to "put their money and support where there mouth is", instead of just talking about it. AVTS's are the logical ones to assist in implementing this program in our area sending schools. If the AVTS and the COPP System can work together, it will be a big step in ensuring a satisfied employee and employer with each meeting and satisfying the others goals and objectives.

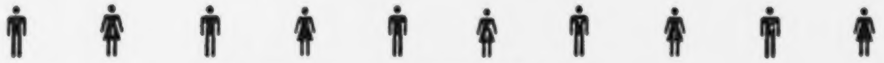
Missouri's area vocational schools with the cooperation from it's sending schools can set the pace for COPP's usage. Following its states "Show Me" motto, we can have students making realistic and stimulating career choices that will help them reach their personal goals and make our business and industry competitive in the world market.

APPENDIX A

MISSOURI EDUCATION

THE DECREASING PYRAMID

For Every 100 students entering grade 9 in 1994



72 will graduate in 1998 (28% dropout rate)

36 will enter the world of work, military or be nonparticipants in the workplace; and

36 will enter Missouri colleges/universities in 1998

18 will drop out of college/university in 4 years

and only 18 will earn a bachelor's degree

with 4 baccalaureate recipients returning to Missouri's Community College System to obtain an AAS degree in order to find work

Courtesy of Missouri Department of Secondary and Elementary Education
Division of Vocational and Adult Education

1994 data, figures represent statewide average and may not be indicative of local trends

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APPENDIX B

*Career Paths**

Arts and Communications

Occupations related to the humanities and performing, visual, literary, and media arts. This may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.

Business, Management & Technology

Occupations related to the business environment. These may include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations related to the promotion of health and the treatment of diseases. These may include research, prevention, treatment, and related technologies.

Human Services

Occupations related to economics, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, child care, and social services.

Industrial and Engineering Technology

Occupations related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering, manufacturing, construction, service, and related technologies.

Natural Resources

Occupations related to agriculture, the environment and natural resources. These may include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

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*Adopted from model developed by the Department of Education, State of Oregon. Icons developed by Columbia Career Center, Columbia, Missouri.

COPP UTILIZATION IN THE TECHNOLOGY PROGRAM

Mr. Mark Catmull
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THE COPP EXPERIENCE AT CLAYTON MIDDLE SCHOOL

by
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The Career Orientation and Planning Profile (COPP) is used at Clayton Middle School in conjunction with the Technology Life Career Classes (TLC). In the state of Utah, TLC is a requirement for all seventh or eighth graders. This makes TLC an ideal setting to cover the COPP, because all students must complete this course during their middle school experience. The COPP materials have become the cornerstone of the Student Education and Occupational Plan (SEOP) at Clayton. An SEOP is a one on one conference between a counselor, or another school staff member and a student and parent(s).

This paper will focus on three main points:

1. The TLC course description, including our four rotations:
    a) Business and Marketing
    b) Family and Consumer Guidance
    c) Industrial Arts
    (The first three courses fulfill the state's requirements.)
    d) Career Guidance
2. Time issues - management and constraints
3. Survey results - including all curriculum effects

Clayton Middle School is on a traditional semester calendar, therefore, there are four quarters during the school year. The four courses within the TLC program are: Business and Marketing, Family and Consumer Science, Industrial Arts, and Career Guidance. The students rotate through four different courses. The final course, Career Guidance, is an additional component to this rotation, which is not a part of Utah's requirement. All of the courses are designed to provide the students with hands-on experience.

The Business and Marketing class is designed to give students experiences in career opportunities and current technology being utilized in business. Time is spent in class discussing the variety of business and marketing careers available today. As a part of these discussions, students can practice career role playing. On the technology side, students use computers and electronic typewriters, as they practice keyboarding, programming, word processing - using Word Perfect Works, database, and spreadsheets. Two days are spent on information technology. The course also covers electronic calculator skills. Four days are spent on using a ten key adding machine. Discussions are held on how marketing functions and what entrepreneurship is all about. This course concludes with the students getting first-hand experiences in marketing projects.

The second class in the TLC rotation is Family and Consumer Science/Health Occupations. This course deals with technology and careers found within the family and health fields. Students participate in food preparation, clean-up, sewing, budgeting, and career exploration. Instruments used during class time are thermometers, stethoscopes and sphygmomanometers. This course also focuses upon the decision making process in personal hygiene, nutrition and home economics.

Industrial Arts, the third course in the rotation, covers manufacturing, construction, communications, power-energy-transportation, and agriculture. Students learn which careers are available to them using the techniques and skills covered in this class. They use the principles of manufacturing to make a product and do a mass run. Two trusses are built which are then connected to a roadbase and tested for strength. The students also build a two story plug-in living "unit", as the teacher calls it. The unit must contain a kitchen, living room, bathroom, and recreation area.

The Career Guidance course was added to the TLC rotation by Clayton at the beginning of the 1995-1996 school year. It is in this course that the COPP materials are used. In addition to the COPP, this course let students research careers they are interested in, identifying necessary skills and education requirements. Students also learn about what employers seek in potential employees. Career decision making processes are taught, such as, to look at cluster areas of possible careers over one individual career. This enables the student to explore several different career areas. Combined, these four courses give Clayton students a running start into their futures.

The counselors, who presented the COPP materials, have twelve class periods during a nine week quarter to cover the materials in the COPP portfolio. The twelve class periods are broken down in the following fashion:

A. Four days in one week to do the survey

B. One day a week to complete the remaining materials

While the COPP is a great tool for career guidance, it does take a lot of time to complete. Due to the limited amount of time available to cover the COPP materials, consideration was given on how to complete this task. The following procedures worked best at Clayton.

In the first class period, a brief discussion of career exploration is held with the students. Then, "My Career Portfolio" is passed out. Inside the portfolio is the following:

A. My Career Planner
B. Student Career Planning Guidebook
C. COPP Survey
D. List of Occupations

As the students write their names in the space provided on each COPP item, a brief explanation of the item's purpose is given. When the students reach the survey, number two pencils are passed out to those who need them. The name grid is filled out at this time. With the name grid filled out during the first class period, the second period can start off with giving directions to Form A. It generally takes twenty to twenty-five minutes to get students comfortable with Form A. When it is time to work individually, the counselor and classroom teacher are then free to answer any questions that arises. The students are given the third class period to complete Form A. Reminders are given to work accurately rather than quickly. With fifteen minutes remaining in the period, a photocopied Form B is handed out. Students are asked to fill out the self rating on the Occupational Proficiency and Technical Skills column on Form B. The copy is taken home to have parents fill out the peer rating. It is felt at Clayton that a parent's response would bring more accurate responses than a peer's.

The fourth class period begins with the students copying their own ratings as well as their parents. With that task completed, sections A, B, and C are filled out. The final task is then to fill out the job analysis section. Most students are able to complete the survey in the four periods. For those who do not, they are allowed to finish on a day when the Counselor is not in the classroom.

The Career Guidebook is the topic for the sixth and seventh class periods. Only the first four pages are worked on. The periods are broken up by reading the guidebook, writing, and discussion of answers.

My Career Planner is the focus of class periods eight and nine. To respond to "The work I would like to do as an adult", students write down:

1. Their ideal job
2. A backup job
3. An entry level job

To fill out columns for: "Where Am I Now", "Feedback from Friends and Adults", "What Are The:", "My Goals for this Year", students work across the page writing from column to column. They answer all the requests for "values and traits" before doing the same for "job skills" and "job tryouts".

Filling out column six, "Resources and Materials I need to reach my goal", is done by discussion. Students write down the responses generated by those in the classroom. The final column on the inside of the Planner is labeled; "Strategies I need to Get to My Goal". A brief discussion is held on each topic before responses are written. Students are reminded to write down only those actions that they are willing to follow through with.

To fill out "Secondary School Educational Information", required subjects for grades nine through twelve are given. The subjects that can be chosen as electives are also discussed. Students have the option to write down their choices now or to wait for a review of the planner in the eighth grade. This year's current eighth graders, who are in TLC, could respond in class. Only a handful of students have important resource people and agencies to write down. Students were instructed to set up an appointment with their counselor to update "Important Resource Persons and Agencies". The students truly enjoyed writing about what subjects and activities they liked or disliked, when working on "School Achievement Information".

The tenth class period is devoted to the students survey results. This lesson is done before the Planner, if the results arrive back to the school before the Planner is started. During class time, instructions are given on how to read the survey results. Students are handed both the original results form plus a copy. The original is to stay in their portfolio and the copy goes home. By doing this, the survey results can be a part of the student's SEOP during the next school year.

The final two class periods are used to fill out My Career Portfolio. Students get a second chance to write down future subjects to take in school, while filling out the "Educational Plan" segment, a wonderful reinforcement. The portfolio offers an opportunity to write down class choices for the eighth grade. Students cannot do this with the Planner. As one would guess, this activity works best when the students are about to register for the next school year. The other information is then filled out. The portfolio serves as a helpful summary for the COPP.

The survey is the cornerstone of the COPP, but it is a time consumer. Students tend to tire of the survey on days three and four. The counselor and teacher hear moans and groans as the COPP materials are passed out. The time factor to fill out the survey is a short-term disadvantage to using the COPP. This short-term disadvantage turns into an advantage as students wait to receive their results. The time involvement gives the COPP a great deal of "buy in" with students. The time commitment makes the results important to them. They want to know if they picked a good career for themselves. The day the results are handed back are always the highlight for both students and teachers.

When compared, the survey results have been relatively similar between the four quarters. Below, the average scores for quarters one, three, and four are graphed.

	Quarter 1	Quarter 3	Quarter 4
NUMBER OF STUDENTS INVOLVED	94	91	93
SELF ANALYSIS	89.2	84.7	82.0
JOB ANALYSIS	64.2	66.0	61.6
OCCUPATIONAL TRYOUTS			
IN-SCHOOL	22.3	27.5	29.4
ENTIRE LIFE	39.8	43.1	42.1
TOTAL	62.1	70.7	71.5
OCCUPATIONAL SELECTION	71.8	73.8	71.7
PERSONALITY TENDENCY AND APPROPRIATE OCCUPATION	67.8	70.8	68.1
DIFFERENCE SCORE	11.8	10.8	10.0

The scores from the second quarter were lost.

The scores that raised the most interesting trend were from occupational tryouts. The students who took the survey before they had the chance to cover any work in the other three TLC classes scored an average of 22.3 points for in-school occupational tryouts. Students who took the survey during the third quarter raised that score to 27.5. By that time they had gone through two of the TLC classes. The trend continued for the fourth quarter. Students who had gone through all the TLC classes had an average score of 29.4. That is a gain of over seven points, raising the score by almost a third.

During the same span, "entire life occupational tryouts" raised by half the in-school score. It is the opinion of this writer that the TLC classes had a major impact on the improvement of the in-school occupational tryout scores. The TLC classes are designed to give students multiple job try-out experiences. While the scores do not offer concrete evidence, it does show a relationship between the two. A relationship that deserve to be looked at more closely.

The final information given to students is their degree of satisfaction for each career area. On the average, the students of Clayton received the highest "degree of satisfaction" from the arts and athletic experiences, while research was the lowest. To finish the COPP experience at Clayton, a parent-student evening class is presented. Students and parents have the opportunity to go over all the COPP materials together. This is the beauty of the Career Orientation and Planning Profile, students are given a road map for their future. Parents are given information to help their child along the way. The COPP highlight areas that students enjoy. It does not bog down students into a narrow focus for a career. The career road is lighted with many good options for them to look into and explore.

The COPP received its first full treatment at Clayton this school year (1995-1996). The counselors are very pleased with its usefulness and plan to continue using it. The COPP was used as part of the Technology Life Careers Classes. These classes provided students with job-like experiences. These experiences are reflected in the students' in-school occupational tryout scores. Only one method of delivery was offered as a way to cover the COPP materials with a limited time frame. This year has shown that the COPP is a great tool for guidance counselors.

COPP USE IN HAWAII

Ms. Jean Miyahira
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Director, Academy of Finance
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HAWAII'S EFFORTS IN IMPLEMENTING THE COPP

By
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Director, Academy of Finance
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Waipahu High School, Hawaii

Waipahu High School has been involved with the Fukuyama Profile since 1975, and the Career Orientation and Planning Profile (COPP) since 1994. One semester of guidance is part of the Hawaii State Board of Education's graduation requirements for all high school students. Waipahu High School's Guidance Department elected to offer the guidance course during the sophomore year. The 500+ sophomore students are enrolled in one semester of guidance and the next semester in health.

Career awareness has been a concerted effort of all departments at Waipahu. Carl Perkins grants have been used to initiate career programs for the past three years. During the freshmen year, students enrolled in the physical science classes receive career preparation with the assistance of the Transition Center counselor. The Transition Center is a joint employment program that is offered by the Department of Labor and the Department of Education. Department of Labor employment counselors are attached to schools to provide employment counseling services for the students. All freshmen at Waipahu High School develop a career portfolio that is used throughout the four year program. The sophomores continue with their career awareness in their one-semester guidance class where the Career Orientation and Planning Profile (COPP) is utilized by the guidance teachers. As juniors, the students will participate in the BESS project (Business, English, Social Studies) as part of an integrated program. The curriculum for the BESS program was developed during the 1996 summer.

The Waipahu Community will be celebrating its centennial in 1997. To commemorate the centennial, all junior students will complete their autobiography and resume during the first quarter. Morals, values, and ethics have been selected as the theme for the year and students will be mentoring with senior citizens in the community and participating in oral history sessions. The students will then apply technology to produce a book which will be published and distributed at the Centennial celebrations.

The Business Department has also utilized the COPP, especially during the registration period. All students in the department are counseled about their course of study, secondary and post-secondary.

In 1989, each high school developed a Learning Center with unique and innovative programs. The Waipahu Business department was selected to pilot the Business and Computer Technology Learning Center where business and education partnerships became an emphasis of the program. The Business and Computer Learning Center offered the following programs:

1989 Introduction to Business Careers
1990 Telecommunications
1991 Travel Industry Practicum (TIP)
1992 Academy of Travel and Tourism
1993 Accounting/Banking Investment Management (AIM)
1994 Academy of Finance
1996 Statewide Virtual School (Electronic School)

Waipahu High School was selected in 1991 as one of 15 schools in the nation to become a member of the National Academy Foundation, New York, to pilot the Academy of Travel and Tourism program after observing the interdisciplinary Travel Industry Practicum program offered by 13 staff members at Waipahu High School. The Academy of Travel and Tourism and Academy of Finance programs are comprehensive two-year programs offered to juniors and seniors. It is a highly structured two-year national program with curriculum that has been validated by industry and is utilized to meet the needs of the students at Waipahu High School.

The major emphasis of the Academy programs has been the integration of English, Social Studies, and Math with an early admit, articulated program with Leeward Community College since 1988. The students are Early Admit college students during the first semester of their senior year. Students are provided the opportunity to enroll in the course offered by an instructor from Leeward Community College/University of Hawaii, Manoa. The Advisory Boards determined the needs of their industries and recommended courses of study. The Academy programs were used as models for the initial USDOE School-to-Work grant for Hawaii.

The **Academy of Travel and Tourism** was implemented with the assistance of the Hawaii State Advisory Board. The program of studies for the Academy of Travel and Tourism (AOTT) is as follows:

Junior Year

First Semester	Second Semester
Introduction to Travel	Physical Geography
English-Research and Writing	English-Communications
Modern History of Hawaii	American Problems
Computer Applications	Computer Applications

Summer

Internship (paid 6-8 weeks)

Senior Year

First Semester	Second Semester
Academy of Travel II	International Business
Economics	Psychology
Telecommunications	Telecommunications

Early Admit college students, Leeward Community College
7:30 a.m. - 8:20 a.m. Japanese 150, 3 credits
(transferable to any accredited university)

Recommended: Two years of foreign language

June - Academy graduation exercises

The **Academy of Finance** was implemented in September, 1994 with the assistance of the Waipahu Advisory Board. The program of studies for the Academy of Finance is as follows:

Junior Year

First Semester	Second Semester
English Language Arts IIIA	English Language Arts IIIB
Modern History of Hawaii	American Problems
Banking and Credit	Financial Operations
Computer Applications	Computer Applications

Summer

Internship (6-10 weeks, paid)

Senior Year

First Semester	Second Semester
Financial Planning	International Business
Economics	Psychology
Telecommunications	Telecommunications

Early Admit college students, Leeward Community College
7:30 a.m. - 8:20 a.m. Japanese 150, 3 credits
(transferable to any accredited university)

Recommended: Two years of foreign language

June - Academy graduation exercises

In September, 1996, the Director of the Office of Information and Telecommunications of the Department of Education requested that the Telecommunications course offered at Waipahu High School be taught as part of a pilot Virtual School via cable television and the internet so students state-wide could be enrolled in the course. A field test course was offered from October to December, and the credit course was offered during the second semester to 55 students. Waipahu students were trained to become anchorpersons and presenters for the unique course. They participated in video production and communication workshops, and made presentations at technology conferences.